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DEF Defence Training Package

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DEF10117 Certificate I in Defence Skills

Modification History

Release 2.0

This qualification released in the DEF Defence Training Package Release 2.2.

Qualification Description

Additional qualification advice

This is an entry-level qualification for the attainment of competencies relevant to working in the Defence Organisation.

Formal permission must be sought for use of the Defence logo or uniforms when undertaking training for this qualification.

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

Packaging Rules

9 units of competency are required for this qualification comprising:

- **4 core units** listed below, **plus**
- **5 elective units**.

Choose a minimum of **3 elective units** from the list below, of which **1** must be taken from **Group A**, **1** must be taken from **Group B** and **1** must be taken from **Group C.**

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

All elective units chosen from outside this qualification must support the learning outcomes of this AQF qualification level.

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

Where imported units are selected, care must be taken to ensure that all prerequisite units specified are complied with.

Core units

DEFGEN001	Work in a team
DEFGEN006	Work with equity and diversity
DEFMIL007	Participate in ceremonial activities

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DEFMIL009	Integrate into the Defence working environment

Group A: Specialisation elective units (Communication)

BSBCMM101	Apply basic communication skills
BSBCMM201	Communicate in the workplace

Group B: Specialisation elective units (Work Health and Safety)

TLIF1001	Follow work health and safety procedures
BSBWHS201	Contribute to health and safety of self and others

Group C: General elective units

BSBADM101	Use business equipment and resources
BSBITU101	Operate a personal computer
BSBSUS201	Participate in environmentally sustainable work practices
BSBWOR202	Organise and complete daily work activities
DEFMIL008	Display the attributes of Defence personnel
HLTAID003	Provide first aid
ICTICT103	Use, communicate and search securely on the internet
MEM50009B	Safely operate a mechanically powered recreational boat
PSPGEN009	Work effectively in the organisation
PUAOPE013A	Operate communications systems and equipment
SISOBWG201A	Demonstrate bushwalking skills in a controlled environment
SISONAV201A	Demonstrate navigation skills in a controlled environment
SISOOPS201A	Minimise environmental impact
SISOOPS202A	Use and maintain a temporary or overnight site
SISOYSB201A	Demonstrate basic skills to sail a small boat in controlled conditions

Qualification Mapping Information

Supersedes DEF10112 - Certificate I in Defence Force Cadets.

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Links

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

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DEF21115 Certificate II in Military Skills

Modification History

Release	Comments
1	This version was released in DEF Defence Training Package release 1.0 and meets the requirements of the Standards for Training Packages. Supersedes and is not equivalent to DEF21112 Certificate II in Military Skills. • DEF unit codes updated • Imported units updated • PUATEA001B/BSBADM101A/ICAU1133B/PUACOM005B/PUATEA005A/SISOOPS201A/BSBITU101A have been removed • SISONAV201A/CPCCOHS1001A have been added • DEFEQ001C has moved from core to electives • DEFCA416C has been removed • DEFCM106C has moved from electives to core • DEFGEN001 new unit added as a core • DEFGEN013 new unit added to electives

Qualification Description

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

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

Packaging Rules

12 units of competency are required for this qualification:

- 3 core units
- 9 elective units

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

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

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

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

Core units	
DEFMIL008	Display the attributes of an Australian soldier
DEFMIL003	Operate a service rifle
DEFGEN001	Work in a team
Group A: Elective units	
DEFGEN006	Work with equity and diversity
DEFGEN013	Provide Initial Response to Combat Casualty
DEFMIL001	Use personal camouflage and concealment in a threat environment
DEFMIL002	Operate night fighting equipment
DEFMIL004	Operate a light support weapon
DEFMIL005	Operate a service hand grenade
DEFMIL006	Operate in a threat environment
DEFMIL007	Participate in ceremonial activities
PUAOPE013A	Operate communications systems and equipment
SISONAV201A	Demonstrate navigation skills in a controlled environment
SISONAV302A	Apply navigation skills in an intermediate environment
BSBCMM101	Apply basic communication skills
BSBWHS201	Contribute to health and safety of self and others

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BSBCMM201	Communicate in the workplace
BSBSUS201A	Participate in environmentally sustainable work practices
CPCCOHS1001A	Work safely in the construction industry
PSPGOV201B	Work in a public sector environment
PSPGOV204B	Access and use resources
PSPGOV207B	Use technology in the workplace

Qualification Mapping Information

No equivalent qualification.

Links

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

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DEF22115 Certificate II in Explosive Ordnance

Modification History

Release	Comments
1	This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This qualification supersedes and is equivalent to DEF20812 Certificate II in Explosive Ordnance. • DEF unit codes updated • Imported units updated • DEFEO215A removed from elective units

Qualification Description

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

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

Packaging Rules

11 units of competency are required for this qualification:

- 4 core units
- 7 elective units

Choose a minimum of 5 electives from the list below.

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

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

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

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

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

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

Qualification Mapping Information

DEF12 V2 Code	DEF12 V2 Title	E/NE	DEF Code	DEF Title	Comments
DEF20812	Certificate II in Explosive Ordnance	E	DEF22115	Certificate II in Explosive Ordnance	• DEF unit codes updated • Imported units updated • DEFEO215A removed from elective units

Links

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

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

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

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DEF22215 Certificate II in Explosive Ordnance Manufacture

Modification History

Release	Comments
1	This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This qualification supersedes and is equivalent to DEF21212 Certificate II in Explosive Ordnance Manufacture. • DEF unit codes updated • Imported units updated

Qualification Description

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

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

Packaging Rules

12 units of competency are required for this qualification:

- 3 core units
- 9 elective units

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

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

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

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

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

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

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

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

Qualification Mapping Information

DEF12 V2 Code	DEF12 V2 Title	E/NE	DEF Code	DEF Title	Comments
DEF21212	Certificate II in Explosive Ordnance Manufacture	E	DEF22215	Certificate II in Explosive Ordnance Manufacture	• DEF unit codes updated • Imported units updated

Links

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

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

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DEF30117 Certificate III in Field Petroleum Operations

Modification History

Release 1. This is the first release of this qualification in the DEF Defence Training Package.

Qualification Description

This qualification allows for the attainment of competencies in field petroleum operations.

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

Packaging Rules

17 units of competency are required for this qualification comprising:

- 6 core units listed below, plus
- 11 elective units.

Choose a minimum of 10 elective units from the list below, of which 4 must be taken from Group A, 4 must be taken from Group B and 2 must be taken from Group C.

Choose the remaining 1 elective unit from the elective unit lists below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units chosen from outside this qualification must support the learning outcomes of this AQF qualification level.

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

Where imported units are selected, care must be taken to ensure that all prerequisite units specified are complied with.

Core units

DEFMIL006	Operate in a threat environment
DEFPET001	Conduct field refuelling operations from a bulk fuel installation
DEFPET002	Conduct field refuelling operations using drum stock
DEFPET003	Test fuel hoses
DEFPET004	Assist in the construction and maintenance of a non-permanent bulk fuel installation
DEFPET005	Assist in the construction and operation of a non-permanent inland

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	pipeline system

Group A: Specialisation elective units (Petroleum)

AVIW3006	Refuel aircraft
DEFCMD001	Marshal aircraft
DEFPET006	Assist in the operation of the tank fabric collapsible marine system
DEFPET007	Assist in the operation of the towed flexible barge system
SITTVAF005	Fill LPG gas cylinders
TLID3024	Use specialised liquid bulk transfer equipment (gravity/pressurised)

Group B: Specialisation elective units (Work Health and Safety)

DEFEXO002	Respond to fire
DEFWHS010	Identify confined space
DEFWHS011	Enter confined space
DEFWHS012	Test confined space environment
HLTAID003	Provide first aid
TLID1001	Shift materials safely using manual handling methods
TLIF2012	Apply safe procedures when handling/transporting dangerous goods or explosives

Group C: Specialisation elective units (Transport)

TLID2004	Load and unload goods/cargo
TLID2010	Operate a forklift
TLID3027	Prepare for transport of dangerous goods
TLID3043	Shift loads using gantry equipment

Qualification Mapping Information

This qualification replaces but is not equivalent to DEF32612 Certificate III in Field Petroleum Operations.

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Links

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

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DEF30217 Certificate III in Preventive Health

Modification History

Release 1. This is the first release of this qualification in the DEF Defence Training Package.

Qualification Description

This qualification allows for the attainment of entry-level competencies in preventive health.

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

Packaging Rules

18 units of competency are required for this qualification comprising:

- 4 core units listed below, plus
- 14 elective units.

Choose a minimum of 12 elective units from the list below, of which 3 must be taken from Group A, 3 must be taken from Group B and 6 must be taken from Group C.

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

All elective units chosen from outside this qualification must support the learning outcomes of this AQF qualification level.

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

Where imported units are selected, care must be taken to ensure that all prerequisite units specified are complied with.

Core units

DEFPHL001	Contribute to environmental health operations
DEFPHL002	Assist with quick assessment of disease outbreak
DEFPHL004	Undertake a vector borne diseases surveillance program
DEFPHL005	Assist with field hygiene and sanitation

Group A: Specialisation elective units (Work Health and Safety)

BSBWHS303	Participate in WHS hazard identification, risk assessment and risk control

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BSBWHS304	Participate effectively in WHS communication and consultation processes
BSBWHS305	Contribute to WHS issue resolution
BSBWHS406	Assist with responding to incidents

Group B: Specialisation elective units

DEFPHL003	Operate environmental measuring devices
DEFPHL006	Monitor water handling and distribution practices
DEFPHL007	Conduct chlorine dosing of water at the point of supply
HLTDEF001	Participate in a land based deployed health capability
NWPGEN007	Sample and test drinking water

Group C: General elective units

BSBFLM303	Contribute to effective workplace relationships
BSBFLM312	Contribute to team effectiveness
BSBINM301	Organise workplace information
BSBSUS201	Participate in environmentally sustainable work practices
BSBWOR301	Organise personal work priorities and development
BSBWRT301	Write simple documents
CPCCVE1011A	Undertake a basic construction project
FDFOP2013A	Apply sampling procedures
HLTAID003	Provide first aid
MEM18001C	Use hand tools
MEM18002B	Use power tools/hand held operations
PUACOM002B	Provide services to clients
PUAOPE015A	Conduct briefings and debriefings

Qualification Mapping Information

This qualification replaces but is not equivalent to DEF32812 Certificate III in Preventive

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Health.

Links

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

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DEF30317 Certificate III in Air Dispatch

Modification History

Release 1. This is the first release of this qualification in the DEF Defence Training Package.

Qualification Description

This qualification allows for the attainment of competencies in air dispatch in Defence or a similar environment.

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

Packaging Rules

16 units of competency are required for this qualification comprising:

- 8 core units listed below, plus
- 8 elective units.

Choose a minimum of 6 elective units from the list below, of which 2 must be taken from Group A, 2 must be taken from Group B and 2 must be taken from Group C.

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

All elective units chosen from outside this qualification must support the learning outcomes of this AQF qualification level.

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

Where imported units are selected, care must be taken to ensure that all prerequisite units specified are complied with.

Core units

DEFADI001	Hook up external lift loads
DEFADI002	Assist in establishing and clearing a cargo drop zone
DEFADI003	Rig and dispatch air-drop loads
DEFADI004	Work safely and efficiently in and around rotary wing aircraft
DEFADI005	Work safely and effectively in and around aircraft on the airside
DEFADI006	Prepare and rig platform air-drop loads

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DEFADI007	Load and secure cargo during fixed wing air-land tasks
DEFMIL006	Operate in a threat environment

Group A: Specialisation elective units

BSBWHS201	Contribute to health and safety of self and others
DEFEXO001	Work safely with explosive ordnance
HLTAID003	Provide first aid
TLID1001	Shift materials safely using manual handling methods
TLID2003	Handle dangerous goods/hazardous substances

Group B: Technical elective units

AVID0001	Package dangerous goods for air transport
TLIA3015	Complete receival/despatch documentation
TLID2004	Load and unload goods/cargo
TLID2047	Prepare cargo for transfer with slings
TLIE3002	Estimate/calculate mass, area and quantify dimensions

Group C: General elective units

BSBINM201	Process and maintain workplace information
DEFGEN001	Work in a team
DEFGEN006	Work with equity and diversity
TLIB1028	Maintain and use hand tools
TLIE2007	Use communications systems
TLIE3004	Prepare workplace documents

Qualification Mapping Information

This qualification replaces but is not equivalent to DEF32412 Certificate III in Air Dispatch.

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Links

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

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DEF30417 Certificate III in Defence Public Affairs

Modification History

Release 1. Core - Removal of PUACOM001C, PUACOM003B, PUACOM010B, PUACOM011B, PUACOM012B

Core – Inclusion of DEFGEN002, DEFGEN006, DEFGEN019, DEFDPA002, DEFDPA009

Group A – Removal of DEFEQ001C, DEFPR303B, BSBOHS201A, PSPGOV301B, PSPGOV303B, PUACOM002B

Group A – Inclusion of PSPGEN003, PUACOM001C, PUACOM003B, PUACOM005B, PUACOM006B, PUACOM007B, PUACOM011B, PUACOM012B

Group A – Update of BSBWOR301

Group B – Removal of DEFPA002, PUATEA001B, PUACOM005B, PUACOM006B, PUACOM007B

Group B – Inclusion of BSBWHS201, PSPGEN011

Not equivalent to DEF33012 Certificate III in Defence Public Affairs

Qualification Description

This qualification allows for the attainment of competencies in Defence public affairs.

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

Packaging Rules

13 units of competency are required for this qualification comprising:

- 6 core units listed below, plus
- 7 elective units.

Choose 5 elective units from Group A elective units listed below.

Choose 2 elective units from either Group B general elective units or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units chosen from outside this qualification must support the learning outcomes of this AQF qualification level.

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

Where imported units are selected, care must be taken to ensure that all prerequisite units specified are complied with.

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Core units

DEFDPA001	Promote the organisation's mission and values
DEFDPA002	Identify material suitable for media publication
DEFDPA009	Apply knowledge of public affairs in a service environment
DEFGEN001	Work in a team
DEFGEN006	Work with equity and diversity
DEFGEN019	Write material suitable for publication within Defence

Group A: Specialisation elective units

BSBWOR301	Organise personal work priorities and development
PSPGEN003	Deliver a service to clients
PUACOM001C	Communicate in the workplace
PUACOM003B	Manage information
PUACOM005B	Foster a positive organisational image in the community
PUACOM006B	Plan and conduct a public awareness program
PUACOM007B	Liaise with other organisations
PUACOM011B	Develop community awareness networks
PUACOM012B	Liaise with media at a local level

Group B: General elective units

BSBWHS201	Contribute to health and safety of self and others
PSPGEN011	Build and maintain internal networks
PUAMAN002B	Administer work group resources
PUAOPE015A	Conduct briefings and debriefings

Qualification Mapping Information

This qualification replaces but is not equivalent to DEF33012 Certificate III in Defence Public Affairs.

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Links

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DEF32115 Certificate III in Explosive Ordnance Manufacture

Modification History

Release	Comments
1	This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This qualification supersedes and is equivalent to DEF32312 Certificate III in Explosive Ordnance Manufacture. • DEF unit codes updated • Imported units updated • DEFEO208C and DEFEO509D removed from elective units • DEFGEN024 added to elective units

Qualification Description

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

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

Packaging Rules

18 units of competency are required for this qualification:

- 4 core units
- 14 elective units

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

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

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

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

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

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

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

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

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

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

Qualification Mapping Information

DEF12 V2 Code	DEF12 V2 Title	E/NE	DEF Code	DEF Title	Comments
DEF32312	Certificate III in Explosive Ordnance Manufacture	E	DEF32115	Certificate III in Explosive Ordnance Manufacture	• DEF unit codes updated • Imported units updated • DEFEO208C and DEFEO509D removed from elective units • DEFGEN024 added to elective units

Links

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

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

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DEF32215 Certificate III in Explosive Ordnance Proof and Experimental

Modification History

Release	Comments
1	This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This qualification supersedes and is equivalent to DEF32512 Certificate III in Explosive Ordnance Proof and Experimental. • DEF unit codes updated • Imported units updated

Qualification Description

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

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

Packaging Rules

18 units of competency are required for this qualification:

- 5 core units
- 13 elective units

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

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

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

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

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

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

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Qualification Mapping Information

DEF12 V2 Code	DEF12 V2 Title	E/NE	DEF Code	DEF Title	Comments
DEF32512	Certificate III in Explosive Ordnance Proof and Experimental	E	DEF32215	Certificate III in Explosive Ordnance Proof and Experimental	• DEF unit codes updated • Imported units updated

Links

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

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

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DEF32315 Certificate III in Explosive Ordnance Maintenance

Modification History

Release	Comments
1	This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This qualification supersedes and is equivalent to DEF30812 Certificate III in Explosive Ordnance Maintenance. • DEF unit codes updated • Imported units updated • DEFEO208C and DEFEO509D removed from elective units • DEFGEN024 added to elective units

Qualification Description

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

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

Packaging Rules

17 units of competency are required for this qualification:

- 4 core units
- 13 elective units

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

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

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

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

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

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

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

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

Qualification Mapping Information

DEF12 V2 Code	DEF12 V2 Title	E/NE	DEF Code	DEF Title	Comments
DEF30812	Certificate III in Explosive Ordnance Maintenance	E	DEF32315	Certificate III in Explosive Ordnance Maintenance	• DEF unit codes updated • Imported units updated • DEFEO208C and DEFEO509D removed from elective units • DEFGEN024 added to elective units

Links

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

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

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

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DEF32415 Certificate III in Explosive Ordnance Operations

Modification History

Release	Comments
1	This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This qualification supersedes and is equivalent to DEF30912 Certificate III in Explosive Ordnance Operations. • DEF unit codes updated • Imported units updated

Qualification Description

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

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

Packaging Rules

17 units of competency are required for this qualification:

- 4 core units
- 13 elective units

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

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

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

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

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

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

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

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

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

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

Qualification Mapping Information

DEF12 V2 Code	DEF12 V2 Title	E/NE	DEF Code	DEF Title	Comments
DEF30912	Certificate III in Explosive Ordnance Operations	E	DEF32415	Certificate III in Explosive Ordnance Operations	• DEF unit codes updated • Imported units updated

Links

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

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

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

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DEF33115 Certificate III in Sensor Operations

Modification History

Release	Comments
1	This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. Supersedes and is not equivalent to DEF32212 Certificate III in Sensor Operations. • DEF unit codes updated • Imported units updated • PUATEA004D/TDMMH507B/BSBSUS201A/PUATEA001B/PUATEA002B have been removed • DEFGEN001, DEFGEN002 added as electives • DEFCO401C and DEFSO001C removed from core and replaced by DEFSEN006/DEFSEN008/DEFCMM004 • DEFEO201C has been removed from electives

Qualification Description

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

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

Packaging Rules

12 units of competency are required for this qualification:

- 5 core units
- 7 elective units

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

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

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

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

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

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

Qualification Mapping Information

No equivalent qualification.

Links

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

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

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

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DEF40117 Certificate IV in Defence Public Affairs

Modification History

Release 1. This is the first release of this qualification in the DEF Defence Training Package.

Qualification Description

This qualification allows for the attainment of competencies in Defence public affairs.

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

Packaging Rules

14 units of competency are required for this qualification comprising:

- 7 core units listed below, plus
- 7 elective units.

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

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

All elective units chosen from outside this qualification must support the learning outcomes of this AQF qualification level.

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

Where imported units are selected, care must be taken to ensure that all prerequisite units specified are complied with.

Core units

DEFDPA002	Identify material suitable for media publication
DEFDPA004	Manage media requirements at major events
DEFDPA005	Develop and implement media plans
DEFDPA006	Develop and implement a public affairs strategic plan
DEFDPA007	Develop and implement effective communication strategies
DEFDPA008	Manage public affairs projects
DEFDPA009	Apply knowledge of public affairs in a service environment

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Elective units

BSBCMM401	Make a presentation
BSBWOR501	Manage personal work priorities and professional development
DEFGEN003	Lead a team
DEFGEN019	Write material suitable for publication within Defence
DEFGEN023	Capture video images
DEFDPA003	Conduct market profiling
PSPGEN027	Gather and analyse information
PUACOM005B	Foster a positive organisational image in the community
PUACOM006B	Plan and conduct a public awareness program
PUACOM007B	Liaise with other organisations
PUAOPE015A	Conduct briefings and debriefings
SITEEVT010	Manage on-site event operations

Qualification Mapping Information

This qualification replaces but is not equivalent to DEF42912 Certificate IV in Defence Public Affairs.

Links

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

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DEF40217 Certificate IV in Intelligence Operations

Modification History

Release 1. This is the first release of this qualification in the DEF Defence Training Package.

Qualification Description

This qualification allows for the attainment of competencies in Defence intelligence operations including personnel working in operational roles, and undertaking and leading intelligence operations in a Defence or similar government environment.

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

Packaging Rules

14 units of competency are required for this qualification comprising:

- 6 core units listed below, plus
- 8 elective units.

Choose a minimum of 6 elective units from the list below, of which 1 elective unit must be chosen from Group A, 3 elective units must be chosen from Group B and 2 elective units must be chosen from either Group B or Group C.

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

All elective units chosen from outside this qualification must support learning outcomes of this AQF qualification level.

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

Where imported units are selected, care must be taken to ensure that all prerequisite units specified are complied with.

Core units

BSBWRT401	Write complex documents
DEFGEN007	Conduct risk assessment in a Defence environment
DEFINT001	Supervise intelligence operations
DEFINT002	Plan and lead a counter-surveillance operation
PSPGEN027	Gather and analyse information

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PUACOM007B	Liaise with other organisations

Group A: Specialisation elective units (Work Health and Safety)

BSBWHS301	Maintain workplace safety
BSBWHS401	Implement and monitor WHS policies, procedures and programs to meet legislative requirements

Group B: Specialisation elective units (Protective Security)

BSBITU402	Develop and use complex spreadsheets
DEFGEN012	Provide technical advice
DEFINT003	Edit intelligence material for security purposes
PSPINV001	Plan and initiate an investigation
PSPINV002	Conduct an investigation
PSPINV003	Finalise an investigation
PSPSEC006	Implement security risk treatments
PSPSEC007	Develop and advise on government security procedures
PSPSEC012	Develop security risk management plans

Group C: General elective units

BSBCMM401	Make a presentation
BSBITU402	Develop and use complex spreadsheets
BSBWRT501	Write persuasive copy
DEFGEN003	Lead a team
DEFGEN010	Supervise equity and diversity in the workplace
PSPGEN014	Organise workplace information
PSPGEN024	Use resources to achieve work unit goals
BSBPMG409	Apply project scope management techniques
BSBPMG413	Apply project human resources management approaches
BSBPMG414	Apply project information management and communications techniques

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BSBPMG417	Apply project life cycle management processes
BSBPMG522	Undertake project work
PUATEA002B	Work autonomously

Qualification Mapping Information

This qualification replaces but is not equivalent to DEF42112 Certificate IV in Intelligence Operations.

Links

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

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DEF40317 Certificate IV in Psychological Support

Modification History

Release 1. This is the first release of this qualification in the DEF Defence Training Package.

Qualification Description

This qualification allows for the attainment of competencies in psychological support.

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

Packaging Rules

14 units of competency are required for this qualification comprising:

- 4 core units listed below, plus
- 10 elective units.

Choose a minimum of 8 elective units from the list below, of which 4 units must be taken from Group A and 4 units must be taken from Group B.

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

All elective units chosen from outside this qualification must support learning outcomes of this AQF qualification level.

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

Where imported units are selected, care must be taken to ensure that all prerequisite units specified are complied with.

Core units

BSBMED305	Apply the principles of confidentiality, privacy and security within the medical environment
DEFPSY001	Assist in the conduct of a psycho-social selection activity
DEFPSY002	Conduct a mental health screening interview
DEFPSY003	Conduct a psychometric testing activity

Group A: Specialisation elective units

BSBINM303	Handle receipt and despatch of information

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CHCCCS019	Recognise and respond to crisis situations
PSPGSD002	Administer government service delivery requirements
HLTDEF001	Participate in a land based deployed health capability

Group B: General elective units

BSBINM301	Organise workplace information
CHCCOM002	Use communication to build relationships
CHCLEG001	Work legally and ethically
CHCMHS001	Work with people with mental health issues
PSPGEN024	Use resources to achieve work unit goals
PUACOM001C	Communicate in the workplace
PUACOM007B	Liaise with other organisations
PUATEA002B	Work autonomously
PUATEA003B	Lead, manage and develop teams
TAEDEL301	Provide work skill instruction
TAEDEL401	Plan, organise and deliver group-based learning
TAEDEL402	Plan, organise and facilitate learning in the workplace

Qualification Mapping Information

This qualification replaces but is not equivalent to DEF43012 Certificate IV in Psychological Support.

Links

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

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DEF40417 Certificate IV in Defence Reporting

Modification History

Release 1. This is the first release of this qualification in the DEF Defence Training Package.

Qualification Description

This qualification allows for the attainment of competencies for Defence personnel engaged in reporting.

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

Packaging Rules

13 units of competency are required for this qualification comprising:

- 9 core units listed below, plus
- 4 elective units.

Choose a minimum of 2 elective units from the general elective units list below.

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

All elective units chosen from outside this qualification must support the learning outcomes of this AQF qualification level.

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

Where imported units are selected, care must be taken to ensure that all prerequisite units specified are complied with.

Core units

BSBADM101	Use business equipment and resources
BSBITU401	Design and develop complex text documents
BSBWHS401	Implement and monitor WHS policies, procedures and programs to meet legislative requirements
DEFGEN006	Work with equity and diversity
DEFGEN017	Identify material suitable for publication within Defence
DEFGEN018	Conduct an interview to support written material

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DEFGEN019	Write material suitable for publication within Defence
DEFGEN020	Edit provided copy
DEFGEN021	Take photographs suitable for publication within Defence

General elective units

BSBINM201	Process and maintain workplace information
BSBSUS401	Implement and monitor environmentally sustainable work practices
DEFGEN007	Conduct risk assessment in a Defence environment
DEFGEN008	Treat risk within Defence at an operational level
DEFGEN010	Supervise equity and diversity in the workplace
DEFGEN022	Obtain images suitable for publication within Defence

Qualification Mapping Information

This qualification replaces and is equivalent to DEF40812 Certificate IV in Defence Reporting.

Links

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

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DEF40517 Certificate IV in Test and Evaluation

Modification History

Release 1. This is the first release of this qualification in the DEF Defence Training Package.

Qualification Description

This qualification allows for the attainment of competencies in test and evaluation.

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

Packaging Rules

12 units of competency are required for this qualification comprising:

- 8 core units listed below, plus
- 4 elective units.

Choose a minimum of 2 elective units from the list below.

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

All elective units chosen from outside this qualification must support the learning outcomes of this AQF qualification level.

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

Where imported units are selected, care must be taken to ensure that all prerequisite units specified are complied with.

Core units

DEFGEN008	Treat risk within Defence at an operational level
DEFGEN012	Provide technical advice
DEFTST001	Plan testing and evaluation processes
DEFTST002	Prepare testing and evaluation processes
DEFTST003	Conduct testing processes
DEFTST004	Evaluate testing
DEFTST005	Produce test and evaluation reports

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DEFTST006	Analyse test data

General elective units

BSBPMG409	Apply project scope management techniques
BSBPMG413	Apply project human resources management approaches
BSBPMG414	Apply project information management and communications techniques
BSBPMG417	Apply project life cycle management processes
BSBPMG522	Undertake project work
DEFGEN005	Develop relationships with other organisations
DEFGEN011	Interpret policy, legislation and regulations
PSPGEN024	Use resources to achieve work unit goals
PSPGEN027	Gather and analyse information

Qualification Mapping Information

This qualification replaces but is not equivalent to DEF42412 Certificate IV in Test and Evaluation.

Links

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

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DEF40617 Certificate IV in Preventive Health

Modification History

Release 1. This is the first release of this qualification in the DEF Defence Training Package.

Qualification Description

This qualification allows for the attainment of competencies in preventive health.

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

Packaging Rules

16 units of competency are required for this qualification comprising:

- 5 core units listed below, plus
- 11 elective units.

Choose a minimum of 10 elective units from the list below, of which 8 must be taken from Group A and 2 must be taken from Group B.

Choose the remaining 1 elective unit from the elective unit list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units chosen from outside this qualification must support the learning outcomes of this AQF qualification level.

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

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

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

Where imported units are selected, care must be taken to ensure that all prerequisite units specified are complied with.

Core units

DEFGEN012	Provide technical advice
DEFPHL007	Conduct chlorine dosing of water at the point of supply
DEFPHL008	Coordinate environmental health operations
DEFPHL009	Conduct a quick assessment of disease outbreak

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DEFPHL010	Conduct a field hygiene survey

Group A: General elective units

AHCPMG307	Apply animal trapping techniques
CPPPMT3019	Organise and monitor pest management operations
CPPWMT4007A	Implement waste management plans
CPPWMT4030A	Determine waste management services
CPPWMT4032A	Inform and educate clients on waste management issues
CPPWMT5036A	Develop waste management plans
FDFFS2001A	Implement the food safety program and procedures
FDFTEC3001A	Participate in a HACCP team ∟ FDFFS2001A Implement the food safety program and procedures
HLTDEF001	Participate in a land based deployed health capability
HLTPOP002	Monitor and maintain sewage systems
NWPTRT001	Operate and control water treatment processes
NWPTRT061	Operate and control wastewater processes
NWPGEN009	Perform laboratory testing
NWPSOU012	Monitor, inspect and report catchment operations
NWPTRT052	Operate and control hypochlorite disinfection processes
NWPTRT071	Operate and control pre-treatment processes

Group B: Specialisation elective units (Work Health and Safety)

BSBWHS403	Contribute to implementing and maintaining WHS consultation and participation processes
BSBWHS405	Contribute to implementing and maintaining WHS management systems
BSBWHS409	Assist with workplace monitoring processes

Qualification Mapping Information

This qualification replaces but is not equivalent to DEF42312 Certificate IV in Preventive

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Health.

Links

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

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DEF40717 Certificate IV in Defence Paralegal Services

Modification History

Release 1. This qualification was released in DEF Defence Training Package Release 2.0 and meets the Standards for Training Packages.

Supersedes and is not equivalent to DEF42812 Certificate IV in Defence Paralegal Services.

- Core and elective packaging rules changed
  - Core units increased from 5 to 7
  - Elective units increased from 6 to 7
- DEF unit codes and titles updated
- Imported units updated

Qualification Description

This qualification allows for the attainment of competencies in the provision of paralegal services by Defence paralegal practitioners.

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

Packaging Rules

14 units of competency are required for this qualification comprising:

- 7 core units listed below, plus
- 7 elective units.

Choose a minimum of 6 elective units from the list below, of which 2 units must be taken from Group A and 4 units from Group B.

Choose the remaining 1 elective unit from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units chosen from outside this qualification must support the learning outcomes of this AQF qualification level.

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

Where imported units are selected, care must be taken to ensure that all prerequisite units specified are complied with.

Core units

BSBINM302 Utilise a knowledge management system

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BSBCMM402	Implement effective communication strategies
DEFDPL006	Provide support in legal assistance matters
DEFDPL012	Work in a public service legal environment
DEFDPL013	Conduct legal research
DEFGEN011	Interpret policy, legislation and regulations
PSPGEN009	Work effectively in the organisation

Group A: Specialisation elective units

BSBLEG308	Assist in prioritising and planning activities in a legal practice
DEFDPL004	Provide support in Defence administrative law matters
DEFDPL008	Obtain information from a client
DEFDPL010	Provide support in service discipline law matters
DEFDPL011	Provide support in criminal law matters
DEFDPL014	Address complex legal and ethical issues in a Defence environment
PSPPCM001	Carry out basic procurement

Group B: General elective units

BSBADM406	Organise business travel
BSBADM502	Manage meetings
BSBLEG418	Produce complex legal documents
BSBRES404	Research legal information using primary sources
BSBRES502	Research legal information using secondary sources
BSBPMG417	Apply project life cycle management processes
BSBWHS301	Maintain workplace safety
DEFGEN003	Lead a team
PSPETH002	Uphold and support the values and principles of public service
PSPGEN023	Deliver and monitor service to clients
PSPGEN027	Gather and analyse information

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PSPGEN039 Develop internal and external networks

Qualification Mapping Information

Release 1. This qualification supersedes but is not equivalent to DEF42812 Certificate IV in Defence Paralegal Services

Links

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

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DEF40817 Certificate IV in Defence Financial Administration

Modification History

Release 1. This is the first release of this qualification in the DEF Defence Training Package.

Qualification Description

This qualification allows for the attainment of competencies in Government financial administration activities.

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

Packaging Rules

12 units of competency are required for this qualification comprising:

- 6 core units listed below, plus
- 6 elective units.

Choose a minimum of 4 elective units from the lists below, of which 2 must be taken from Group A.

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

All elective units chosen from outside this qualification must support the learning outcomes of this AQF qualification level.

Elective units chosen must not duplicate content already covered by other units within this qualification.

Where imported units are selected, care must be taken to ensure that all prerequisite units specified are complied with.

Core units

BSBITU304	Produce spreadsheets
DEFFIN003	Ensure financial data quality
DEFFIN004	Support strategic financial management in the public sector environment
DEFFIN005	Understand and comply with a financial management framework
PSPGEN023	Deliver and monitor service to clients
PSPGEN033	Use advanced workplace communication strategies

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Group A: Specialisation elective units

BSBMGT401	Show leadership in the workplace
BSBMGT403	Implement continuous improvement
PSPGEN011	Build and maintain internal networks

Group B: General elective units

BSBINN301	Promote innovation in a team environment
DEFFIN016	Perform financial administration of assets
DEFFIN017	Administer compliance systems
DEFFIN018	Prepare reports on organisational operating costs
DEFFIN019	Provide financial support to materiel acquisition projects
DEFFIN020	Perform taxation administration in the public sector environment
DEFFIN021	Provide administration of banking services in the public sector environment
DEFFIN022	Perform administration of financial systems
DEFFIN023	Contribute to management of the public sector finance function
DEFFIN024	Support the development and management of budgets
DEFFIN025	Process financial transactions
DEFFIN027	Support public sector financial compliance and assurance management
DEFGEN011	Interpret policy, legislation and regulations

Qualification Mapping Information

No equivalent qualification.

Links

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

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DEF40917 Certificate IV in Performance Based Contracting

Modification History

Release 1. This is the first release of this qualification in the DEF Defence Training Package.

Qualification Description

This qualification allows for the attainment of competencies in Performance Based Contracting.

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

Packaging Rules

12 units of competency are required for this qualification comprising:

- 5 core units listed below plus
- 7 elective units.

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

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

All elective units chosen from outside this qualification must support the learning outcomes of this AQF qualification level.

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

Where imported units are selected, care must be taken to ensure that all prerequisite units specified are complied with.

Core units

DEFPBC001	Employ the fundamentals of a Performance Based Contract
DEFPBC002	Establish the basis of a Performance Based Contract
DEFPBC003	Establish a Performance Based Contract performance measures hierarchy
DEFPBC004	Establish the contract details of a Performance Based Contract
DEFPBC005	Operate a Performance Based Contract

General elective units

BSBITU402	Develop and use complex spreadsheets

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BSBMGT403	Implement continuous improvement
BSBPMG416	Apply project procurement procedures
BSBPMG418	Apply project stakeholder engagement techniques
BSBPMG519	Manage project stakeholder engagement
BSBPUR402	Negotiate contracts
DEFGEN005	Develop relationships with other organisations
FNSASIC301	Establish client relationship and analyse needs
FNSCUS402	Resolve disputes
MEM15002A	Apply quality systems
PSPGEN024	Use resources to achieve work unit goals
PSPGEN027	Gather and analyse information
PSPGEN039	Develop internal and external networks
PSPGEN033	Use advanced workplace communication strategies
PSPGEN034	Compose complex workplace documents
PSPGEN038	Identify and treat risks
PSPGEN039	Develop internal and external networks
PSPGEN049	Undertake negotiations
PSPPCM004	Plan procurement
PSPPCM005	Develop and distribute requests for offers
PSPPCM006	Select providers and develop contracts
PSPPCM007	Manage contracts
PSPPCM008	Manage contract performance
PSPPCM011	Plan to manage a contract
PSPPCM012	Plan for procurement outcomes
PUAMAN004B	Manage procurement
SISXMGT001	Develop and maintain stakeholder relationships

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TLIR4001	Monitor supplier performance
TLIX4016	Implement and monitor materiel sustainment plans
TLIX4028	Apply knowledge of logistics

Qualification Mapping Information

No equivalent qualification.

Links

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

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DEF42115 Certificate IV in Explosive Ordnance Maintenance

Modification History

Release	Comments
1	This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This qualification supersedes and is equivalent to DEF40412 Certificate IV in Explosive Ordnance Maintenance. • DEF unit codes updated • Imported units updated • DEFEO208C, DEFEO209C and DEFEO509D removed from elective units • DEFGEN024 and DEFGEN025 added to elective units

Qualification Description

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

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

Packaging Rules

17 units of competency are required for this qualification:

- 4 core units
- 13 elective units

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

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

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

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

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

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

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

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

Qualification Mapping Information

DEF12 V2 Code	DEF12 V2 Title	E/NE	DEF Code	DEF Title	Comments
DEF40412	Certificate IV in Explosive Ordnance Maintenance	E	DEF42115	Certificate IV in Explosive Ordnance Maintenance	• DEF unit codes updated • Imported units updated • DEFEO208C, DEFEO209C and DEFEO509D removed from elective units • DEFGEN024 and DEFGEN025 added to elective units

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Links

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

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

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DEF42215 Certificate IV in Explosive Ordnance Proof and Experimental

Modification History

Release	Comments
1	This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This qualification supersedes and is equivalent to DEF42012 Certificate IV in Explosive Ordnance Proof and Experimental. • DEF unit codes updated • Imported units updated • DEFEO208C and DEFEO209C removed from elective units • DEFGEN024 and DEFGEN025 added to elective units

Qualification Description

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

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

Packaging Rules

17 units of competency are required for this qualification:

- 5 core units
- 12 elective units

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

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

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

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

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

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

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

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

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

Qualification Mapping Information

DEF12 V2 Code	DEF12 V2 Title	E/NE	DEF Code	DEF Title	Comments
DEF42012	Certificate IV in Explosive Ordnance Proof and Experimental	E	DEF42215	Certificate IV in Explosive Ordnance Proof and Experimental	• DEF unit codes updated • Imported units updated • DEFEO208C and

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					DEFEO209C removed from elective units • DEFGEN024 and DEFGEN025 added to elective units

Links

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

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DEF42315 Certificate IV in Explosive Ordnance Manufacture

Modification History

Release	Comments
1	This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This qualification supersedes and is equivalent to DEF41912 Certificate IV in Explosive Ordnance Manufacture. • DEF unit codes updated • Imported units updated • DEFEO208C, DEFEO209C and DEFEO509D removed from elective units • DEFGEN024 and DEFGEN025 added to elective units

Qualification Description

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

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

Packaging Rules

18 units of competency are required for this qualification:

- 4 core units
- 14 elective units

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

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

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

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

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

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

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

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

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

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

Qualification Mapping Information

DEF12 V2 Code	DEF12 V2 Title	E/NE	DEF Code	DEF Title	Comments
DEF41912	Certificate IV in Explosive Ordnance Manufacture	E	DEF42315	Certificate IV in Explosive Ordnance Manufacture	• DEF unit codes updated • Imported units updated • DEFEO208C, DEFEO209C and DEFEO509D removed from elective units • DEFGEN024 and DEFGEN025 added to elective units

Links

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

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

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DEF42415 Certificate IV in Explosive Ordnance Operations

Modification History

Release	Comments
1	This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This qualification supersedes and is equivalent to DEF40512 Certificate IV in Explosive Ordnance Operations. • DEF unit codes updated • Imported units updated

Qualification Description

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

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

Packaging Rules

17 units of competency are required for this qualification:

- 4 core units
- 13 elective units

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

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

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

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

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

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

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

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

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

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TLID2016A	Load and unload explosives and dangerous goods

Qualification Mapping Information

DEF12 V2 Code	DEF12 V2 Title	E/NE	DEF Code	DEF Title	Comments
DEF40512	Certificate IV in Explosive Ordnance Operations	E	DEF42415	Certificate IV in Explosive Ordnance Operations	• DEF unit codes updated • Imported units updated

Links

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

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DEF43115 Certificate IV in Electronic Forensics

Modification History

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

Qualification Description

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

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

Packaging Rules

14 units of competency are required for this qualification:

- 5 core units
- 9 elective units

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

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

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

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

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

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

Qualification Mapping Information

No equivalent qualification.

Links

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

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

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

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DEF43215 Certificate IV in Simulator Maintenance

Modification History

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

Qualification Description

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

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

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

Packaging Rules

14 units of competency are required for this qualification:

- 7 core units
- 7 elective units

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

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

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

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

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

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

Qualification Mapping Information

No equivalent qualification.

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Links

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

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

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DEF43315 Certificate IV in Work Health Safety

Modification History

Release	Comments
1	This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This qualification supersedes and is equivalent to DEF42512 Certificate IV in Work Health Safety. • DEF unit codes updated • Imported units updated

Qualification Description

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

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

Packaging Rules

10 units of competency are required for this qualification:

- 6 core units
- 4 elective units

Choose a minimum of 2 electives from the list below.

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

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

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

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

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

Core units	
DEFGEN012	Provide technical advice
DEFWHS016	Conduct work health and safety inspections
BSBWHS404	Contribute to WHS identification, risk assessment and risk control
BSBWHS402	Assist with compliance with WHS laws
BSBWHS401	Implement and monitor WHS policies, procedures and programs to meet legislative requirements
BSBRSK401A	Identify risk and apply risk management processes
Group A: General elective units	
DEFWHS017	Apply knowledge of WHS legislation
DEFWHS001	Identify and monitor radiation hazards
DEFWHS003	Apply radio frequency radiation safety procedures
DEFWHS005	Apply ionising radiation safety procedures
DEFWHS007	Work safely with lasers
DEFWHS008	Apply laser safety procedures
DEFWHS010	Identify confined space
DEFWHS011	Enter confined space
DEFWHS012	Test confined space environment
DEFWHS013	Control entry to confined spaces
DEFWHS014	Monitor and report on hazardous substances safety
BSBAUD402	Participate in a quality audit

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

Qualification Mapping Information

DEF12 V2 Code	DEF12 V2 Title	E/NE	DEF Code	DEF Title	Comments
DEF42512	Certificate IV in Work Health Safety	E	DEF43315	Certificate IV in Work Health Safety	• DEF unit codes updated • Imported units updated

Links

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

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

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

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DEF45115 Certificate IV in Range Control

Modification History

Release	Comments
1	This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. Supersedes and is not equivalent to DEF40612 Certificate IV in Range Control. • DEF unit codes updated • Imported units updated • PUACOM002B removed from core • PUACOM007B removed from core • DEFGEN005 added as an elective

Qualification Description

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

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

Packaging Rules

12 units of competency are required for this qualification:

- 6 core units
- 6 elective units

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

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

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

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

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

Qualification Mapping Information

No equivalent qualification.

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Links

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

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

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

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DEF50117 Diploma of Test and Evaluation

Modification History

Release 1. This is the first release of this qualification in the DEF Defence Training Package.

Qualification Description

This qualification allows for the attainment of competencies in the supervision of test and evaluation in a senior role in the Defence Capability Life Cycle.

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

Packaging Rules

13 units of competency are required for this qualification comprising:

- 10 core units listed below, plus
- 3 elective units.

Choose a minimum of 2 elective units from the list below.

Choose the remaining 1 elective unit from the elective unit list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units chosen from outside this qualification must support the learning outcomes of this AQF qualification level.

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

Where imported units are selected, care must be taken to ensure that all prerequisite units specified are complied with.

Core units

BSBPMG511	Manage project scope
BSBPMG515	Manage project human resources
BSBPMG517	Manage project risk
BSBPMG519	Manage project stakeholder engagement
BSBPMG521	Manage project integration
DEFTST007	Apply knowledge of test and evaluation processes

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DEFGEN011	Interpret policy, legislation and regulations
DEFGEN012	Provide technical advice
PSPGEN046	Undertake research and analysis
PSPGEN055	Refine complex workplace documents

General elective units

BSBWHS501	Ensure a safe workplace
PSPGEN035	Provide workplace mentoring
PSPGEN048	Support workplace coaching and mentoring
PSPGEN054	Use complex workplace communication strategies
PSPGEN057	Develop and use political nous
PSPGEN077	Apply public sector financial policies and processes
PSPMGT001	Manage resources
PSPPCY006	Develop organisation policy
PUACOM002B	Provide services to clients
PUACOM007B	Liaise with other organisations

Qualification Mapping Information

This qualification replaces but is not equivalent to DEF51712 Diploma of Test and Evaluation.

Links

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

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DEF50217 Diploma of Enterprise Architecture Practice

Modification History

Release 1. This is the first release of this qualification in the DEF Defence Training Package.

Qualification Description

This qualification allows for the attainment of competencies in enterprise architecture practice.

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

Packaging Rules

11 units of competency are required for this qualification comprising:

- 3 core units listed below, plus
- 8 elective units.

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

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

All elective units chosen from outside this qualification must support the learning outcomes of this AQF qualification level.

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

Where imported units are selected, care must be taken to ensure that all prerequisite units specified are complied with.

Core units

DEFEAP001	Use an enterprise architecture framework
DEFEAP002	Demonstrate compliance with an enterprise architecture framework
DEFEAP003	Use enterprise architecture tools

General Elective units

BSBCOM502	Evaluate and review compliance
BSBPMG522	Undertake project work
ICTICT401	Determine and confirm client business requirements

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ICTICT403	Apply software development methodologies
ICTICT502	Develop detailed component specifications from project specifications
ICTPRG524	Develop high-level object-oriented class specifications
ICTSAD501	Model data objects
ICTSAD502	Model data processes
PSPGEN054	Use complex workplace communication strategies

Qualification Mapping Information

This qualification replaces and is equivalent to DEF52512 Diploma of Enterprise Architecture Practice.

Links

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

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DEF50317 Diploma of Compliance

Modification History

Release 1. This is the first release of this qualification in the DEF Defence Training Package.

Qualification Description

This qualification allows for the attainment of competencies in compliance.

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

Packaging Rules

15 units of competency are required for this qualification comprising:

- 7 core units listed below, plus
- 8 elective units.

Choose a minimum of 6 elective units from the list below.

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

All elective units chosen from outside this qualification must support the learning outcomes of this AQF qualification level.

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

Where imported units are selected, care must be taken to ensure that all prerequisite units specified are complied with.

Core units

DEFCPL001	Evaluate and review safety cases
DEFCPL002	Apply knowledge of regulatory systems
DEFCPL003	Apply knowledge of risk assessment
DEFCPL004	Apply knowledge of risk management
DEFCPL005	Apply knowledge of safety case development process
DEFCPL006	Provide specialist safety case advice
DEFCPL009	Apply knowledge of work health and safety legislation for safety cases

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General elective units

BSBCOM501	Identify and interpret compliance requirements
BSBPMG512	Manage project time
BSBPMG513	Manage project quality
BSBPMG521	Manage project integration
BSBWHS501	Ensure a safe workplace
DEFCPL007	Implement and manage technical regulatory framework compliance
DEFCPL008	Plan and establish technical regulatory framework compliant management systems
PSPGEN046	Undertake research and analysis
PSPGEN054	Use complex workplace communication strategies
PSPGEN055	Refine complex workplace documents
PUAEMR022	Establish context for emergency risk assessment
PUAEMR024	Develop treatment options for emergency risk
PUACOM002B	Provide services to clients
PUACOM007B	Liaise with other organisations

Qualification Mapping Information

This qualification replaces but is not equivalent to DEF52212 Diploma of Compliance.

Links

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

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DEF50417 Diploma of Defence Paralegal Services

Modification History

Release 1. This qualification was released in DEF Defence Training Package Release 2.0 and meets the Standards for Training Packages.

Supersedes but is not equivalent to DEF52612 Diploma of Defence Paralegal Services.

- Core and elective packaging rules changed
  - Core units increased from 2 to 5
  - Elective units decreased from 6 to 3
- DEF unit codes and titles updated
- Imported units updated
- Removal of imported units from Group B

Qualification Description

This qualification allows for the attainment of competencies in the provision of complex paralegal services and the coordination of general Defence paralegal services.

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

Packaging Rules

8 units of competency are required for this qualification comprising:

- 5 core units listed below, plus
- 3 elective units.

Choose a minimum of 2 elective units from the list below, of which 1 must be taken from Group A.

Choose the remaining 1 elective unit from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units chosen from outside this qualification must support the learning outcomes of this AQF qualification level.

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

Where imported units are selected, care must be taken to ensure that all prerequisite units specified are complied with.

Core units

BSBLEG418 Produce complex legal documents

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DEFDPL009	Manage and analyse a legal file
DEFDPL014	Address complex legal and ethical issues in a Defence environment
DEFGEN011	Interpret policy, legislation and regulations
PSPGEN045	Coordinate resource allocation and usage

Group A: Specialisation elective units

DEFDPL001	Provide high-level support on service discipline matters
DEFDPL002	Provide high-level support on criminal law matters
DEFDPL003	Provide high-level support on administrative law matters
DEFDPL005	Provide high-level support on operations law matters
DEFDPL006	Provide support in legal assistance matters

Group B: General elective units

BSBADM406	Organise business travel
BSBCMM501	Develop and nurture relationships
BSBLED503	Maintain and enhance professional practice
DEFGEN007	Conduct risk assessment in a Defence environment
DEFGEN008	Treat risk within Defence at an operational level
PSPLEG003	Promote compliance with legislation in the public sector

Qualification Mapping Information

Release 1. This qualification supersedes but is not equivalent to DEF52612 Diploma of Defence Paralegal Services.

Links

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

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DEF50517 Diploma of Defence Public Affairs

Modification History

Release 1. This is the first release of this qualification in the DEF Defence Training Package.

Qualification Description

This qualification allows for the attainment of competencies in Defence public affairs.

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

Packaging Rules

11 units of competency are required for this qualification comprising:

- 5 core units listed below, plus
- 6 elective units.

Choose a minimum of 4 elective units from Group A.

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

All elective units chosen from outside this qualification must support the learning outcomes of this AQF qualification level.

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

Where imported units are selected, care must be taken to ensure that all prerequisite units specified are complied with.

Core units

DEFDPA005	Develop and implement media plans
DEFDPA006	Develop and implement a public affairs strategic plan
DEFDPA007	Develop and implement effective communication strategies
DEFDPA008	Manage public affairs projects
DEFDPA009	Apply knowledge of public affairs in a service environment

Group A: Specialisation elective units

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DEFDPA004	Manage media requirements at major events
PSPGEN070	Persuade and influence opinion
PSPGEN082	Coordinate public affairs events and activities
PSPGEN083	Manage public affairs
PSPGEN084	Provide public affairs advisory service
PSPGEN085	Manage media relationships

Group B: General elective units

BSBFIM501	Manage budgets and financial plans
BSBINM501	Manage an information or knowledge management system
BSBWOR501	Manage personal work priorities and professional development
DEFGEN005	Develop relationships with other organisations
DEFGEN007	Conduct risk assessment in a Defence environment
DEFGEN011	Interpret policy, legislation and regulations
DEFGEN027	Manage equity and diversity
PSPGEN053	Provide leadership
TAEDEL301	Provide work skill instruction

Qualification Mapping Information

This qualification replaces but is not equivalent to DEF52712 Diploma of Defence Public Affairs.

Links

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

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DEF50617 Diploma of Preventive Health

Modification History

Release 1. This is the first release of this qualification in the DEF Defence Training Package.

Qualification Description

This qualification allows for the attainment of competencies in preventive health in a management role.

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

Packaging Rules

14 units of competency are required for this qualification comprising:

- 4 core units listed below, plus
- 10 elective units.

Choose a minimum of 8 elective units from the list below, of which 3 units must be taken from Group A, 3 units must be taken from Group B and 2 units must be taken from Group C.

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

All elective units chosen from outside this qualification must support the learning outcomes of this AQF qualification level.

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

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

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

Where imported units are selected, care must be taken to ensure that all prerequisite units specified are complied with.

Core units

DEFPHL011	Perform environmental health planning
DEFPHL012	Manage environmental health operations
DEFPHL013	Manage a deployed capability
DEFPHL014	Investigate and control outbreak of disease

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Group A: Specialisation elective units (Food Safety)

FDFAU4001A	Assess compliance with food safety programs
FDFAU4002A	Communicate and negotiate to conduct food safety audits
FDFAU4004A	Identify, evaluate and control food safety hazards
FDFFS3001A	Monitor the implementation of quality and food safety programs ∟ FDFFS2001A Implement the food safety program and procedures
FDFTEC4003A	Control food contamination and spoilage ∟ FDFFS3001A Monitor the implementation of quality and food safety programs

Group B: Specialisation elective units (Work Health and Safety)

BSBWHS503	Contribute to the systematic management of WHS risk
BSBWHS504	Manage WHS risks
BSBWHS505	Investigate WHS incidents
BSBWHS508	Manage WHS hazards associated with plant

Group C: General elective units

BSBAUD501	Initiate a quality audit
BSBAUD503	Lead a quality audit
BSBAUD504	Report on a quality audit
CPPPMT3029	Plan and schedule pest management operations

Qualification Mapping Information

This qualification replaces but is not equivalent to DEF51612 Diploma of Preventive Health.

Links

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

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DEF50717 Diploma of Range Control and Management

Modification History

Release 1. This qualification was released in DEF Defence Training Package Release 2.0.

This qualification supersedes but is not equivalent to DEF55115 Diploma of Range Management.

- Qualification title changed
- Qualification packaging rules decreased from 14 to 12 units of competency, includes changes to core, technical and elective units
- Imported units updated
- Core units changed:
  - DEFRNG002 and PUAEMR023 removed
  - DEFGEN007 and DEFGEN008 included
- Elective units reduced from 9 to 7 elective units
- Elective units changed:
  - Group A - DEFRNG004, DEFRNG005, DEFRNG007, DEFRNG008, DEFRNG010 and DEFRNG012 removed
  - Group A - DEFRNG006, DEFRNG011, DEFRNG013, DEFRNG014, DEFRNG015 and PUAFIR512 included
  - Group B - DEFRNG006 and DEFRNG011 removed
  - Group B - BSBSUS301, PSPPCM001 and TAEDEL301 included
  - Group C - BSBSUS301A, PSPPROC406B, TAEASS401B, TAEASS502B, TAEDEL402A, TAEASS301B, TAEASS402A, and TAEDEL301A removed. No Group C general electives included.

Qualification Description

This qualification allows for the attainment of competencies as a range control officer or an assistant range control officer. It also covers the requirements of a range inspector. It qualifies individuals who apply integrated technical and theoretical concepts in a broad range of contexts to undertake advanced skilled or paraprofessional work as a senior operations officer.

The term range refers to any area of land, sea or air that may be designated for military manoeuvres or simulated wartime operations. The range control officer is responsible for the overall management and operation of training areas.

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

Packaging Rules

12 units of competency are required for this qualification comprising:

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- 5 core units listed below. plus
- 7 elective units.

Choose 4 technical elective units from Group A.

Choose the remaining 3 elective units from the elective unit lists below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units chosen from outside this qualification must support the learning outcomes of this AQF qualification level.

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

Where imported units are selected, care must be taken to ensure that all prerequisite units specified are complied with.

Core units

DEFGEN005	Develop relationships with other organisations
DEFGEN007	Conduct risk assessment in a Defence environment
DEFGEN008	Treat risk within Defence at an operational level
DEFGEN011	Interpret policy, legislation and regulations
DEFRNG001	Provide technical advice on ranges and training areas

Group A: Range technical units

DEFRNG003	Approve training area and range activities
DEFRNG006	Conduct range inspections
DEFRNG011	Site range complexes
DEFRNG013	Control training area and range activities
DEFRNG014	Monitor training area and range activities
DEFRNG015	Inspect, maintain and monitor training area and range activities
PUAFIR512	Develop and analyse the behaviour and suppression options for a Level 2 wildfire
PUAEMR024	Develop treatment options for emergency risk
PUAEMR025	Manage risk treatment implementation

Group B: General elective units

BSBAUD402	Participate in a quality audit

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BSBAUD501	Initiate a quality audit
BSBAUD503	Lead a quality audit
BSBAUD504	Report on a quality audit
BSBCOM403	Provide education and training on compliance requirements and systems
BSBCOM404	Promote and liaise on compliance requirements, systems and related issues
BSBCOM501	Identify and interpret compliance requirements
BSBCOM502	Evaluate and review compliance
BSBCOM601	Research compliance requirements and issues
BSBSUS401	Implement and monitor environmentally sustainable work practices
PSPPCM001	Carry out basic procurement
TAEDEL301	Provide work skill instruction

Qualification Mapping Information

Release 1. This qualification replaces but is not equivalent to DEF55115 Diploma of Range Management.

Links

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

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DEF50817 Diploma of Defence Financial Management

Modification History

Release 1. This is the first release of this qualification in the DEF Defence Training Package.

Qualification Description

This qualification allows for the attainment of competencies in Government public sector financial management activities.

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

Packaging Rules

11 units of competency are required for this qualification comprising:

- 5 core units listed below, plus
- 6 elective units.

Choose a minimum of 4 elective units from the list below, of which 2 units must be taken from Group A.

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

All elective units selected from outside this qualification must support the learning outcomes of this AQF qualification level.

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

Where imported units are selected, care must be taken to ensure that all prerequisite units specified are complied with.

Core units

DEFFIN001	Promote public sector financial management compliance
DEFFIN002	Perform strategic financial management in the public sector environment
DEFFIN003	Ensure financial data quality
PSPGEN044	Develop client services
PSPGEN054	Use complex workplace communication strategies

Group A: Specialisation elective units

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BSBMGT516	Facilitate continuous improvement
DEFGEN003	Lead a team
DEFGEN029	Lead successful workplace relationships

Group B: General elective units

BSBCOM502	Evaluate and review compliance
DEFFIN006	Perform financial management of public sector assets
DEFFIN007	Analyse and report on organisational operating costs
DEFFIN008	Provide financial management for materiel acquisition projects
DEFFIN009	Perform taxation management
DEFFIN010	Manage banking services
DEFFIN011	Perform administration and management of financial systems
DEFFIN012	Develop financial policies and procedures
DEFFIN013	Provide advice on complex policy matters
DEFFIN014	Coordinate public sector finance skill development
DEFFIN015	Support the management of the public sector finance function
DEFFIN026	Manage public sector financial compliance and assurance
DEFFIN028	Oversee public sector financial transaction processing
DEFFIN029	Provide validation and assurance of costs
DEFGEN011	Interpret policy, legislation and regulations
FNSCRD405	Manage overdue customer accounts
FNSORG501	Develop and manage a budget

Qualification Mapping Information

No equivalent qualification.

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Links

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

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DEF51115 Diploma of Leadership

Modification History

Release 2. This is the second release of this qualification.

- DEFLAW007 Conduct a quick assessment deleted and replaced with DEFLAW013 Conduct basic fact finding in the elective units
- Imported units updated:
  - CPCCWHS1001 Prepare to work safely in the construction industry
  - PSPGEN001 Work in a public sector environment
  - PSPGEN007 Use technology in the workplace
  - PSPGEN024 Use resources to achieve work unit goals
  - PSPGEN027 Gather and analyse information.

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

This qualification supersedes and is not equivalent to DEF51512 Diploma of Military Leadership.

- DEF unit codes updated
- Imported units updated
- BSBWOR501B removed from core units
- DEFGEN004 and DEFGEN003 added to core units
- BSBCMN311B, BSBWOR502B, PSPGOV406B have moved from core to elective units
- DEFCM406C, DEFCM008B have moved from electives to core units
- DEFCA406B, DEFCA411B, DEFCA413B, DEFCA415B, DEFCA416C, DEFCM002C, DEFCM101C, DEFCM102C, DEFCM103C, DEFCM118B, DEFCM119B, DEFCM130, DEFCM131, DEFCM201B, DEFCO401C, DEFCM005B, DEFEQ002B, BSBSUS301A, HLTHIR403C, CHCCSL503B, CSCSAS402B, PUACOM001C, PUATEA003B, TAAASS401C, TAADEL403B, TAAENV401B, TAAENV402B, TAEASS402A, TAEDEL401A removed from elective units
- DEFLAW007, DEFGEN006, CPCCOHS1001A, BSBCMM201, DEFMIL030, DEFLAW001, BSBWRT401, BSBITU401, BSBRSK401, BSBRES401, BSBCRT401 added as elective units

Qualification Description

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

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

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Packaging Rules

14 units of competency are required for this qualification:

- 4 core units
- 10 elective units

Choose a minimum of 6 electives from the list below.

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

All elective units selected from outside this qualification must reflect the occupational and learning outcomes of this AQF qualification level.

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

Core units

DEFGEN003	Lead a team
DEFGEN004	Manage personal performance
DEFGEN012	Provide technical advice
DEFMIL008	Display the attributes of an Australian soldier

Group A: General Elective units

BSBCMM201	Communicate in the workplace
BSBCRT401	Articulate, present and debate ideas
BSBITU401	Design and develop complex text documents
BSBRES401	Analyse and present research information
BSBRSK401	Identify risk and apply risk management processes
BSBWHS301	Maintain workplace safety
BSBWOR502	Lead and manage team effectiveness
BSBWRT401	Write complex documents
CPCCWHS1001	Prepare to work safely in the construction industry
DEFGEN006	Work with equity and diversity
DEFGEN007	Conduct risk assessment in a Defence environment
DEFGEN008	Treat risk within Defence at an operational level

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DEFGEN013	Provide Initial Response to Combat Casualty
DEFLAW001	Provide advice on service discipline law
DEFLAW013	Conduct basic fact finding
DEFMIL001	Use personal camouflage and concealment in a threat environment
DEFMIL006	Operate in a threat environment
DEFMIL007	Participate in ceremonial activities
DEFMIL029	Supervise combat operations
DEFMIL125	Operate a service rifle on operations
HLTAID003	Provide first aid
PSPGEN001	Work in a public sector environment
PSPGEN007	Use technology in the workplace
PSPGEN024	Use resources to achieve work unit goals
PSPGEN027	Gather and analyse information
PUAOPE013A	Operate communications systems and equipment
SISONAV302A	Apply navigation skills in an intermediate environment

Qualification Mapping Information

This qualification supersedes but is not equivalent to DEF51512 Diploma of Military Leadership.

Links

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

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DEF52115 Diploma of Explosive Ordnance

Modification History

Release	Comments
1	This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This qualification supersedes and is equivalent to DEF50612 Diploma of Explosive Ordnance. • DEF unit codes updated • Imported units updated • DEFEO210C removed • DEFGEN026 added to electives

Qualification Description

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

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

Packaging Rules

14 units of competency are required for this qualification:

- 4 core units
- 10 elective units

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

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

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

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

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

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

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

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

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

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

Qualification Mapping Information

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

Links

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

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

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DEF52215 Diploma of Explosive Ordnance Manufacture

Modification History

Release	Comments
1	This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This qualification supersedes and is equivalent to DEF51312 Diploma of Explosive Ordnance Manufacture. • DEF unit codes updated • Imported units updated • DEFEO210C removed • DEFGEN026 added to electives

Qualification Description

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

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

Packaging Rules

16 units of competency are required for this qualification:

- 4 core units
- 12 elective units

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

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

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

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

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

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

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

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

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

Qualification Mapping Information

DEF12 V2 Code	DEF12 V2 Title	E/NE	DEF Code	DEF Title	Comments
DEF51312	Diploma of Explosive Ordnance Manufacture	E	DEF52215	Diploma of Explosive Ordnance Manufacture	• DEF unit codes updated • Imported units updated • DEFEO210C

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					removed • DEFGEN026 added to electives

Links

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

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

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DEF52315 Diploma of Explosive Ordnance Proof and Experimental

Modification History

Release	Comments
1	This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This qualification supersedes and is equivalent to DEF51412 Diploma of Explosive Ordnance Proof and Experimental. • DEF unit codes updated • Imported units updated • DEFEO210C removed • DEFGEN026 added to electives

Qualification Description

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

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

Packaging Rules

15 units of competency are required for this qualification:

- 5 core units
- 10 elective units

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

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

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

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

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

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

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

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

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

Qualification Mapping Information

DEF12 V2 Code	DEF12 V2 Title	E/NE	DEF Code	DEF Title	Comments
DEF51412	Diploma of Explosive Ordnance Proof and Experimental	E	DEF52315	Diploma of Explosive Ordnance Proof and Experimental	• DEF unit codes updated • Imported units updated • DEFEO210C removed • DEFGEN026 added to electives

Links

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

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

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

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DEF53115 Diploma of Electronic Forensics

Modification History

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

Qualification Description

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

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

Packaging Rules

12 units of competency are required for this qualification:

- 5 core units
- 7 elective units

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

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

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

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

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Core units	
DEFFOR006	Conduct electronic data search and analysis
DEFFOR008	Detect, record and collect electronic evidence
DEFFOR009	Give evidence of electronic media crime
DEFFOR010	Produce an electronic media image for forensic purposes
DEFFOR011	Assess, control and examine electronic incident scenes
Group A: Specialisation units	
BSBMGT517	Manage operational plan
BSBWOR501	Manage personal work priorities and professional development
PUACOM003B	Manage information
DEFGEN005	Develop relationships with other organisations
PSPLEGN501B	Promote compliance with legislation in the public sector
Group B: General elective units	
BSBCUS501	Manage quality customer service
BSBFIM501	Manage budgets and financial plans
BSBINM501	Manage an information or knowledge management system
BSBLED501	Develop a workplace learning environment
BSBMGT516	Facilitate continuous improvement
BSBWHS501	Ensure a safe workplace
BSBPMG522	Undertake project work
BSBRSK501	Manage risk
DEFGEN003	Lead a team
ICTNWK305	Install and manage network protocols

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

Qualification Mapping Information

No equivalent qualification.

Links

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

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

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

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DEF53215 Diploma of Simulator Maintenance

Modification History

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

Qualification Description

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

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

Packaging Rules

12 units of competency are required for this qualification:

- 2 core units
- 10 elective units

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

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

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

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

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

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

Qualification Mapping Information

No equivalent qualification.

Links

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

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

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DEF53415 Diploma of Institutional and Operational Chaplaincy

Modification History

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

Qualification Description

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

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

Packaging Rules

Packaging rules

10 units of competency are required for this qualification:

- 4 core units
- 6 elective units

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

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

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

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

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

Qualification Mapping Information

No equivalent qualification.

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Links

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

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

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

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DEF54315 Diploma of Evaluations

Modification History

Release	Comments
1	This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. Supersedes and is not equivalent to DEF52412 Diploma of Evaluations. • DEF unit codes updated • Imported units updated • DEFEVL004 / DEFEVL005 / DEFEVL006 new units added • FNSACC607A / HLTPOP504C removed • BSBPMG401A/BSBPMG406A/BSBWRT401A/LGADMIN425A/PSPGOV509A/PSPGOV512A were removed from the core units and moved to the electives

Qualification Description

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

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

Packaging Rules

12 units of competency are required for this qualification:

- 3 core units
- 9 elective units

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

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

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

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

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

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BSBADM502	Manage meetings
BSBLDR803	Develop and cultivate collaborative partnerships and relationships

Qualification Mapping Information

No equivalent qualification.

Links

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

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

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DEF72115 Graduate Certificate in Explosive Ordnance

Modification History

Release	Comments
1	This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This qualification supersedes and is equivalent to DEF80112 Vocational Graduate Certificate in Explosive Ordnance. • DEF unit codes updated • Imported units updated • DEFEO209C removed from elective units • DEFGEN025 added to elective units

Qualification Description

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

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

Packaging Rules

8 units of competency are required for this qualification:

- 2 core units
- 6 elective units

Choose a minimum of 3 electives from Group A.

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

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

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

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

Qualification Mapping Information

DEF12 V2 Code	DEF12 V2 Title	E/NE	DEF Code	DEF Title	Comments

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DEF80112	Vocational Graduate Certificate in Explosive Ordnance	E	DEF72115	Graduate Certificate in Explosive Ordnance	• DEF unit codes updated • Imported units updated • DEFEO209C removed from elective units • DEFGEN025 added to elective units

Links

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

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

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

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DEF82115 Graduate Diploma of Explosive Ordnance

Modification History

Release	Comments
1	This qualification was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This qualification supersedes and is equivalent to DEF80212 Vocational Graduate Diploma of Explosive Ordnance. • DEF unit codes updated • Imported units updated • DEFEO210C removed • DEFGEN026 added to electives

Qualification Description

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

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

Packaging Rules

8 units of competency are required for this qualification:

- 2 core units
- 6 elective units

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

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

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

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

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

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Qualification Mapping Information

DEF12 V2 Code	DEF12 V2 Title	E/NE	DEF Code	DEF Title	Comments
DEF80212	Vocational Graduate Diploma of Explosive Ordnance	E	DEF82115	Graduate Diploma of Explosive Ordnance	• DEF unit codes updated • Imported units updated • DEFEO210C removed • DEFGEN026 added to electives

Links

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

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

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

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AHCCCF501A Evaluate project submissions

Modification History

Not Applicable

Unit Descriptor

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

Application of the Unit

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

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

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

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

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

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

Required knowledge

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

Evidence Guide

EVIDENCE GUIDE

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

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EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • develop an evaluation approach based on the original application • prepare appropriate forms, interview sheets and questionnaires • organise data collection on project inputs, processes, and outcomes according to the evaluation report • prepare reports including quantitative, qualitative and graphical data and analysis.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Project submissions may include:	• submissions for funding for community-based Landcare programs or similar at regional and State/Territory levels.

Unit Sector(s)

Unit sector	Community coordination and facilitation

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCPMG307 Apply animal trapping techniques

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to trap and hold live animals and release or humanely destroy. Animals may be native animals, domestic animals, animals determined to be pests or feral animals.

Trapping techniques call for the use of a variety of equipment and may include the use of lures or baits.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They use discretion and judgement in the selection and use of available resources.

Some forms of traps are strictly regulated in some States and Territories in Australia. Specific determination should be sought through the relevant State or Territory authority.

Firearms may be required if trapped animals are to be killed. If this is appropriate, firearm licensing conditions will apply and specific determination should be sought through the relevant State or Territory.

Appropriate firearms licences may also be required for those involved in training and assessment against this unit.

In addition to legal responsibilities, all units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

Pre-requisite Unit

Nil.

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Unit Sector

Pest Management (PMG)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare for trapping	1.1 Identify purpose of animal capture and set objectives 1.2 Confirm the location and size of the area designated for trapping activities 1.3 Confirm target animal movement patterns, behaviour and lifecycles to determine trapping location and placement of equipment and appropriate timing of trapping activity 1.4 Identify potential non-target animals 1.5 Estimate time required to complete trapping 1.6 Identify and check vehicles, materials and equipment required for trapping 1.7 Select appropriate traps for target animal and the environment 1.8 Clean, maintain and prepare trapping equipment 1.9 Identify hazards associated with trapping and select appropriate personal protective equipment 1.10 Identify and manage environmental risks associated with trapping animals 1.11 Obtain relevant permissions to enter property 1.12 Determine precautions for minimising trapping of non-target animals
2. Place and set traps	2.1 Undertake site surveillance prior to setting traps 2.2 Select and prepare site to maximise opportunity for trapping target animals and minimise the chance of trapping non-target animals 2.3 Position, set and calibrate trapping equipment and check it for strength and security 2.4 Apply lures, decoys, baits or toxins as necessary 2.5 Camouflage traps as required 2.6 Apply precautions to prevent trapping of non-target animals 2.7 Set traps in accordance with legislative requirements and animal welfare codes of practice
3. Check and remove traps	3.1 Inspect traps at the required frequency 3.2 Identify trapped animals then release, humanely destroy or

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Element	Performance criteria
	prepare for transport as required 3.3 Handle captured animals humanely and in accordance with animal welfare codes of practice 3.4 Transport animals from site, when required, in a safe and appropriate manner 3.5 Observe work health and safety procedures and public safety requirements prior to and during trapping activities 3.6 Release trap mechanism safely and remove trap 3.7 Restore trap-site to its prior condition
4. Record data	4.1 Use Global Positioning System (GPS) loggers 4.2 Use appropriate data sheets or other recording instruments to record details of trap sets and lures as well as target and non-target capture
5. Clean and store equipment and material	5.1 Clean and store carcases for research or other purposes 5.2 Clean and store equipment and materials to workplace standards to minimise biosecurity risks 5.3 Record target and non-target kills
6. Report completion of work	6.1 Report results of trapping activities, including any incidents with animals

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCVPT306A Apply animal trapping techniques

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCPMG307 Apply animal trapping techniques

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- humanely trap animals and release or destroy the animals as required, following Standard Operating Procedures
- identify target and non-target animals present in area
- check vehicles, equipment and materials for serviceability and clean equipment before starting and on completing the job
- select and prepare the trapping site and restore it on completion of the job
- position, set, calibrating and regularly checking trapping equipment
- apply lures or baits, if required
- select, use and store baits or toxins according to workplace procedures
- handle and euthanase captured animals in accordance with animal welfare guidelines
- summarise and present trapping data to supervisor
- clean and store equipment and carcases using approved chemicals in accordance with Safety Data Sheets and enterprise procedures to minimise biosecurity risks to other animals
- apply work health and safety practices in the context of own work
- apply appropriate environmental sustainability practices in the context of own work
- apply appropriate animal welfare practices in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:

- basic requirements for ensuring the welfare of animals described in the relevant Codes of Practice
- the purpose for trapping the animal

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- the target animal's range, movement patterns and behaviour and how to apply knowledge of these to selecting trapping location and equipment
- the reproductive cycle of the target animal to determine appropriate timing of trapping activities
- food preferences, both general and local, of target animals
- capture and kill points for target animals
- permissions that may be required to undertake trapping
- principles relating to property, stock and duty of care
- precautions that need to be taken to minimise trapping of non-target animals
- how to camouflage traps
- how to safely set off traps to render them inactive
- work health and safety procedures that relate to trapping animals
- recording and reporting requirements
- how to use decoys and lures
- how to prepare baits or toxins
- applicable State or Territory legislation on the use and storage of baits or toxins
- applicable legislation on the capture and handling of animals
- suitable traps and techniques for the target animal
- target animals and non-target native animals also found in the area
- suitable personal protective equipment
- transportation methods for captured animals

Assessment Conditions

Assessment must be conducted in a real work environment, under work conditions, setting traps for live animals.

If firearms are used to destroy animals then the assessment team must hold firearms licences.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AVID0001 Package dangerous goods for air transport

Modification History

Release 1. This is the first release of this unit of competency in the AVI Aviation Training Package.

Application

This unit involves the skills and knowledge required to package dangerous goods for air transport, in compliance with relevant regulatory requirements of the Civil Aviation Safety Authority (CASA) and national operating standards.

It includes selecting appropriate packing instructions, identifying and selecting packing, packaging dangerous goods, labelling and marking dangerous goods, and stowing packaged dangerous goods in accordance with regulatory requirements.

This unit addresses aviation technical skill requirements (physical, mental and task-management abilities) related to load handling duties of ground operations personnel, and contributes to safe and effective performance in complex aviation operational environments.

Operations are conducted as part of recreational, commercial and military aircraft activities across a variety of operational contexts within the Australian aviation industry.

Work is performed independently or under limited supervision as a single operator or within a team environment.

Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Use for Defence Aviation is to be in accordance with relevant Defence Orders, Instructions, Publications and Regulations.

Pre-requisite Unit

Not applicable.

Competency Field

D – Load Handling

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Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Select appropriate packing instructions	1.1 Dangerous goods to be transported are identified and classified in accordance with workplace procedures and regulatory requirements
	1.2 Appropriate packing instructions for the identified class of dangerous goods are selected in accordance with relevant regulatory requirements
2 Identify and select packing	2.1 Required packing materials are identified and selected in accordance with workplace procedures and regulatory requirements
	2.2 Checks are made to confirm that selected packing has undergone all required tests in accordance with relevant regulatory requirements
	2.3 Where required, combination of packing is checked to confirm it has been appropriately tested in accordance with relevant regulatory requirements
3 Package dangerous goods	3.1 Dangerous goods are packaged using selected packing materials in accordance with workplace procedures and regulatory requirements
	3.2 Approved absorbent materials and cushioning are used in accordance with relevant regulatory requirements
4 Label and mark packaged dangerous goods	4.1 Packaged dangerous goods are labelled and marked in accordance with workplace procedures and regulatory requirements
5 Stow packaged dangerous goods	5.1 Packaged dangerous goods are stowed in accordance with workplace procedures and regulatory requirements
	5.2 Relevant personnel are advised of the disposition of stowed packaged dangerous goods in accordance with workplace procedures and regulatory requirements

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit Mapping Information

This unit replaces and is equivalent to AVIA3001B Package dangerous goods for air transport.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=4725260a-0af3-4daf-912b-ef1c2f3e5816

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Assessment Requirements for AVID0001 Package dangerous goods for air transport

Modification History

Release 1. This is the first release of this unit of competency in the AVI Aviation Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying precautions and required action to minimise, control or eliminate identified hazards
- applying relevant legislation and workplace procedures
- communicating effectively with others
- completing relevant documentation, including labelling and marking packaged dangerous goods
- identifying and correctly using relevant equipment
- implementing work health and safety (WHS)/occupational health and safety (OHS) procedures and relevant regulations
- interpreting and following operational instructions and prioritising work
- modifying activities depending on workplace contingencies, situations and environments
- monitoring and anticipating operational problems and hazards and taking appropriate action
- reading, interpreting and following relevant regulations, instructions, procedures, information, signs and labels
- reporting and/or rectifying identified promptly, in accordance with regulatory requirements and workplace procedures
- selecting and using required personal protective equipment (PPE) conforming to industry and WHS/OHS standards.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

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- characteristics and ways of identifying various classes of dangerous goods
- documentation requirements for transporting appropriate dangerous goods by air
- problems that may occur when packaging dangerous goods for air transport and appropriate action that should be taken in each case
- relevant regulatory requirements pertaining to packaging, packing, marking, labelling, documenting, storing and despatching dangerous goods designated for air transport, including International Air Transport Association (IATA) and Civil Aviation Safety Authority (CASA) requirements
- relevant WHS/OHS and environmental procedures and regulations
- risks that exist when packaging dangerous goods for air transport and related risk control procedures and precautions
- safety principles for packaging dangerous goods for air transport
- workplace procedures for packaging, packing, marking, labelling, documenting, storing and despatching dangerous goods designated for air transport.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- acceptable means of simulation assessment
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in industry.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=4725260a-0af3-4daf-912b-ef1c2f3e5816

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AVIW3006 Refuel aircraft

Modification History

Release 1. This is the first release of this unit of competency in the AVI Aviation Training Package.

Application

This unit involves the skills and knowledge required to refuel aircraft, in compliance with relevant regulatory requirements of the Civil Aviation Safety Authority (CASA) and national operating standards.

It includes conducting pre-operational checks on fueller/dispenser vehicle and equipment, loading fueller, and positioning fueller/dispenser vehicle. It also includes carrying out refuelling operations, completing post-refuelling operations, and completing documentation.

This unit addresses aviation technical skill requirements (physical, mental and task-management abilities) related to equipment and system operations of ground operations personnel, and contributes to safe and effective performance in complex aviation operational environments.

Operations are conducted as part of recreational, commercial and military aircraft activities across a variety of operational contexts within the Australian aviation industry.

Work is performed independently or under limited supervision as a single operator or within a team environment.

Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Use for Defence Aviation is to be in accordance with relevant Defence Orders, Instructions, Publications and Regulations.

Pre-requisite Unit

Not applicable.

Competency Field

W – Equipment and Systems Operations

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Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Conduct pre-operational checks on fueller/dispenser vehicle and equipment	1.1 Personal protective equipment is selected and used in accordance with workplace procedures
	1.2 Hazards are identified, risks are assessed and hazard management is implemented
	1.3 Pre-operational checks of fueller/dispenser vehicle and auxiliary equipment are conducted
	1.4 Problems or defects identified during pre-operational checks are reported or rectified in accordance with workplace procedures and manufacturer requirements
	1.5 Outcomes of pre-operational checks are reported and recorded
2 Load fueller	2.1 Vehicle is positioned at loading bay and all precautionary and reporting requirements are carried out
	2.2 Vehicle is grounded and loading bay bonding lead is connected to fueller
	2.3 Fueller is dipped and ullage is determined
	2.4 Loading operations and quality control checks are completed
3 Position fueller/dispenser vehicle	3.1 Fueller/dispenser vehicle is moved to aircraft
	3.2 Aircraft is approached after checks are made to confirm aircraft engines have stopped and aircraft wheel chocks are in place
	3.3 Vehicle is positioned either underwing or standoff, depending on aircraft type
	3.4 Appropriate precautions are taken to avoid risk of collision with aircraft control surfaces and engines

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	3.5	Fueller/dispenser vehicle is parked in a position that provides easiest route for evacuation in an emergency
4 Carry out refuelling operations	4.1	Vehicle is grounded and bonding lead is connected to aircraft
	4.2	Pressure refuelling auxiliary equipment is positioned and hose is connected
	4.3	Hydrant dispenser delivery hoses and couplings are connected to aircraft and intake hose is connected to inlet coupler
	4.4	Aircraft is refuelled to required fuel quantity or tank capacity
5 Complete post-refuelling operations	5.1	Refuelling operations are completed
	5.2	Fuel sample is taken from filter sump/inlet and visual check is made prior to aircraft departure
	5.3	Hoses, couplings and auxiliary equipment are disconnected and stowed
	5.4	Hydrant dispenser lanyard is disconnected, and pit valve dust cover and hydrant pit lid are replaced
	5.5	Reel hoses are rewound and stowed
	5.6	Fueller/dispenser vehicle is driven either to depot or to next aircraft in accordance with workplace procedures, regulatory requirements and local instructions
6 Complete documentation	6.1	Hard copy documentation and paperwork is completed as required and airline representative's signature is obtained
	6.2	Electronic fuel management systems are used to report, record and verify refuel operations

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Pre-operational checks must include:	• air-pressure after start-up • auxiliary equipment • brake interlock override switch seal • brake test • fire extinguishers • personal protective equipment (PPE) • radio check with base • required documentation • sampling equipment and water detection capsules • serviceability of ladder or portable steps • sufficient fuel in fueller for planned refuelling job • vehicle parked in designated area • visual inspection for leaks, defects and obstructions
Personal protective equipment must include:	• approved uniform • gloves • hearing protection • high visibility clothing • mask or respirator • safety glasses • safety headwear and footwear
Hazards must include one or more of the following:	• contamination of, or from, materials being handled • dust • fuel vapours • hazardous or dangerous materials • hot engines, static electricity, sparks and other forms of ignition • jet blast • noise • other additives (such as water, methanol, icing inhibitors) • other vehicles on tarmac • rotating propellers • spill, leakages, ruptures

Unit Mapping Information

This unit replaces and is equivalent to AVIW3006B Refuel aircraft.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=4725260a-0af3-4daf-912b-ef1c2f3e5816

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Assessment Requirements for AVIW3006 Refuel aircraft

Modification History

Release 1. This is the first release of this unit of competency in the AVI Aviation Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements, performance criteria and range of conditions on at least one occasion and include:

- adapting to differences in equipment and operating environment in accordance with standard operating procedures
- applying precautions and required action to minimise, control or eliminate identified hazards
- applying relevant legislation and workplace procedures
- communicating effectively with others
- identifying and correctly using relevant equipment
- implementing contingency plans
- implementing work health and safety (WHS)/occupational health and safety (OHS) procedures and relevant regulations
- interpreting and following operational instructions and prioritising work
- modifying activities depending on workplace contingencies, situations and environments
- monitoring and anticipating operational problems and hazards and taking appropriate action
- monitoring work activities in terms of planned schedule
- operating electronic communications equipment to required protocol
- reading, interpreting and following relevant regulations, instructions, procedures, information and signs
- reporting and/or rectifying identified problems promptly, in accordance with regulatory requirements and workplace procedures and local instructions
- selecting and using required personal protective equipment (PPE) conforming to industry and WHS/OHS standards
- working collaboratively with others
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

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Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements, performance criteria and range of conditions and include knowledge of:

- differences in refuelling procedures for various types of aircraft
- emergency procedures
- manufacturer instructions for fueller vehicle and auxiliary equipment
- relevant Australian Standards
- relevant information/documents:
  - airport airside driver handbook
  - conditions of service, legislation and industrial agreements including workplace agreements and awards
  - flight schedules
  - relevant International Air Transport Association (IATA) fuel guidelines
  - induction and training materials
  - loading and fuelling operational checklists
  - manufacturer specifications and instructions for fueller/dispenser vehicle and auxiliary equipment
  - workplace instructions and job specification
- relevant legislation and regulations such as the Australian Dangerous Goods Code (ADG) Code
- people to consult about refuelling operations:
  - aircrew
  - airline engineers or representatives
  - ground support staff
  - other refuelling staff
  - supervisors and managers
  - technical staff
- principles and processes of aircraft refuelling
- problems that may occur when refuelling an aircraft and appropriate action that should be taken in each case
- relevant sections of Civil Aviation Safety Regulations (CASRs) and Civil Aviation Orders and other regulations for the refuelling of aircraft
- relevant WHS/OHS and environmental procedures and regulations
- risks that exist when refuelling an aircraft and related risk control procedures and precautions
- selection and correct fitment of PPE
- workplace procedures for loading a fueller and refuelling aircraft.

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Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in *the Standards for Registered Training Organisations* current at the time of assessment.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- acceptable means of simulation assessment
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=4725260a-0af3-4daf-912b-ef1c2f3e5816

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BSBADM101 Use business equipment and resources

Modification History

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

Application

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

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

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

Unit Sector

Administration – General Administration

Elements and Performance Criteria

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

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

Foundation Skills

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

Skill	Performance Criteria	Description
Reading	1.3, 2.1, 3.3	• Comprehends and follows instructions in familiar texts
Writing	3.3	• Records and updates documents according to instructions
Oral Communication	1.1, 2.3, 3.1, 3.4	• Comprehends simple instructions • Asks clarifying questions and responds to answers
Numeracy	1.2	• Uses rounding and other mathematical techniques to estimate quantity requirements
Navigate the world of work	2.3	• Follows organisational procedures when tasks are beyond own level of responsibility
Get the work done	1.1, 1.2, 1.3, 2.2, 3.1-3.4	• Follows clearly defined instructions provided by others • Completes routine tasks taking some limited responsibility for decisions regarding equipment and resource choices, operation and maintenance • Responds to routine problems by referring to instructions or standard procedures

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Range of Conditions

Unit Mapping Information

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

Links

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

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Assessment Requirements for BSBADM101 Use business equipment and resources

Modification History

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

Performance Evidence

Evidence of the ability to:

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

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

Knowledge Evidence

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

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

Assessment Conditions

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

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

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

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

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BSBADM406 Organise business travel

Modification History

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

Application

This unit describes the skills and knowledge required to organise domestic and overseas business travel, including developing associated itineraries, booking travel and accommodation, preparing travel related documentation and making travel arrangements.

It applies to individuals employed in a range of work environments who may work providing administrative support within an enterprise, or have responsibility for these tasks in relation to their own workgroup or role.

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

Unit Sector

Administration – General Administration

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Organise business itinerary for domestic and overseas travel	1.1 Confirm purpose and requirements of domestic or overseas travel including planned itinerary, budget, meeting requirements and traveller preferences 1.2 Identify points of contact and names of contact persons, and make and confirm arrangements for meetings in accordance with planned itinerary 1.3 Prepare daily itineraries with appointments, arrival and

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ELEMENT	PERFORMANCE CRITERIA
	departure times, accommodation and other itinerary details in accordance with travel purpose 1.4 Source, prepare and provide documents and support material for meetings within designated timelines 1.5 Prepare itinerary in accordance with meeting requirements and traveller's work health and safety (WHS) requirements 1.6 Provide itinerary and meeting documents to the traveller within designated timelines
2 Make travel arrangements	2.1 Make bookings in accordance with organisational policies and procedures for business travel 2.2 Identify and arrange travel documents in accordance with itinerary and individual requirements 2.3 Confirm and check travel arrangements and dispatch confirmation documents to the traveller within designated timelines 2.4 Negotiate and confirm alternative arrangements in response to changed requirements 2.5 Record travel details and itinerary in accordance with organisational requirements 2.6 Negotiate and confirm communication arrangements in accordance with organisational requirements
3 Arrange credit facilities	3.1 Check and confirm methods of payment 3.2 Make credit arrangements in accordance with organisational policy and procedures

Foundation Skills

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

Skill	Performance Criteria	Description
Reading	1.1-1.5, 2.1-2.3, 3.1, 3.2	• Researches and interprets information from various sources in a range of formats to establish and confirm travel requirements
Writing	1.1-1.5, 2.1-2.3, 2.5,	• Produces clear, detailed and logically organised texts in required format using vocabulary specific to travel

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	3.1, 3.2	requirements
Oral Communication	1.1, 1.2, 2.1, 2.4, 2.6	• Uses appropriate vocabulary, pitch and intonation to convey relevant information • Listens and asks questions to confirm requirements or clarify understanding
Numeracy	1.1, 1.3, 1.4, 1.6, 2.3, 3.1	• Interprets and comprehends a range of everyday mathematical information that is embedded in familiar texts • Uses basic mathematical formula to calculate credit requirements
Navigate the world of world	1.5, 2.1, 2.5, 2.6, 3.2	• Recognises and responds to both explicit and implicit organisational procedures and protocols and legislative/regulatory requirements
Interact with others	1.1, 1.4, 1.6, 2.1, 2.3, 2.4, 2.6	• Collaborates and negotiates with others to achieve agreeable outcomes, playing an active role in facilitating agreement • Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role
Get the work done	1.1-1.6, 2.2, 2.3, 3.1	• Applies formal processes when planning complex tasks, producing plans with logically sequenced steps, reflecting an awareness of time constraints • Takes responsibility for the outcomes of routine decisions related directly to own role • Utilises a range of features within digital applications to improve personal productivity, optimising software functions for specific purposes

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBADM406 Organise business travel	BSBADM406B Organise business travel	Updated to meet Standards for Training Packages	Equivalent unit

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Links

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

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Assessment Requirements for BSBADM406 Organise business travel

Modification History

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

Performance Evidence

Evidence of the ability to:

- organise business-related travel for others, including scheduling and developing itineraries and travel-related documents
- finalise all booking and travel arrangements including any necessary credit requirements according to predetermined budgets and time constraints.

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

Knowledge Evidence

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

- identify booking procedures relevant to business travel
- list the key provisions of relevant legislation that may affect aspects of business operations
- summarise organisational policies and procedures required to organise business travel, including use of internet sites and other online resources.

Assessment Conditions

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

- office equipment including telecommunications equipment
- travel-related reference material, such as accommodation and transport suppliers
- appointment books, scheduling software, diaries and other recording and scheduling systems
- preferred suppliers, contact details, websites
- maps.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

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

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BSBADM409A Coordinate business resources

Modification History

Release	Comments
Release 2	New release of this unit released with *version 6 of BSB07* Business *Services Training Package*. • Inclusion of 'environmental sustainability business practices and standards' in the Range Statement

Unit Descriptor

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

Application of the Unit

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

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

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

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ELEMENT	PERFORMANCE CRITERIA
	resource purchases, in accordance with organisational requirements

Required Skills and Knowledge

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

Required skills

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

Required knowledge

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

Evidence Guide

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

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

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competency in this unit	• monitoring resource usage to determine resource needs • maintaining records of resource requirements • calculating costs and expenditures in relation to use and maintenance of business resources • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of records relating to business resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of recommendations on resource requirements • review of records concerning equipment and resource purchases • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of functions of a range of business equipment.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other general administration units.

Range Statement

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

Resource requirements may include:	• human resources • location/premises • OHS resources

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	• plant/machinery • raw materials • refurbishment • staff amenities • stock and supplies • storage space • technological equipment/software • training materials
Organisational requirements may include:	• access and equity principles and practices • business and performance plans • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • management and accountability channels • manufacturers' and operational specifications • OHS policies, procedures and programs • environmental sustainability business practices and standards • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals • reporting requirements • security and confidentiality requirements
Business equipment and technology may include:	• answering machine • binder • computer • fax machine • photocopier • printer • shredder • telephone
Appropriate interpersonal skills may include:	• clarity of language • consultation methods, techniques and protocols • seeking feedback from group members to confirm understanding • summarising and paraphrasing • using appropriate body language
Feedback sources may include:	• customer/client response data • employee data

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	• equipment meter readings • financial forecasts • sales orders • suppliers' invoices
Records may include:	• computerised or manual • financial statements • invoices • maintenance schedules • order forms • petty cash forms • purchase orders • stock list and inventory control

Unit Sector(s)

Administration - General Administration

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BSBADM502 Manage meetings

Modification History

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

Application

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

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

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

Unit Sector

Administration – General Administration

Elements and Performance Criteria

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

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

Foundation Skills

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

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.4, 3.1, 3.2	• Identifies and interprets information from complex texts including legislation, organisational policies and procedures • Compares final output with original notes to check for accuracy
Writing	1.1-1.5, 3.2, 3.3	• Addresses the context, purpose and audience when generating a range of texts • Prepares complex texts from notes using appropriate

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		structure, and accurate spelling, grammar and punctuation • Records notes of meeting proceedings according to organisational requirements • Edits and corrects own work to ensure accuracy
Oral Communication	2.1-2.4	• Participates in verbal exchanges using appropriate style, tone and vocabulary for audience, context and purpose • Listens for specific information during meetings • Asks questions and listens to responses to clarify understanding
Numeracy	1.4, 1.5, 3.2, 3.3	• Recognises and interprets numerical information related to timeframes and budgets
Navigate the world of work	1.3, 2.1, 2.4, 3.1, 3.2	• Recognises and responds to both explicit and implicit organisational procedures and protocols and legislative/regulatory requirements
Interact with others	1.3, 1.5, 2.3, 3.2	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Cooperates with others as part of familiar activities, playing an active role in facilitating group interaction
Get the work done	1.1, 1.3, 1.4, 1.5, 2.1, 2.2, 2.4, 3.1, 3.2, 3.3	• Applies formal processes when planning complex tasks, producing plans with logically sequenced steps, reflecting an awareness of time constraints • Recognises and takes responsibility for addressing predictable problems in familiar work contexts

Unit Mapping Information

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

Links

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

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Assessment Requirements for BSBADM502 Manage meetings

Modification History

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

Performance Evidence

Evidence of the ability to:

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

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

Knowledge Evidence

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

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

Assessment Conditions

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

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

Assessors must satisfy NVR/AQTF assessor requirements.

Links

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

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BSBAUD402 Participate in a quality audit

Modification History

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

Application

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

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

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

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

Unit Sector

Regulation, Licensing and Risk – Quality Auditing

Elements and Performance Criteria

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

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

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

Foundation Skills

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

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1, 2.2, 2.4, 2.6, 3.1-3.5, 4.1, 4.3, 5.1, 5.2	• Identifies and interprets information from organisational documentation and workplace procedures
Writing	1.2, 1.3, 2.1, 2.2, 2.4, 2.6, 3.2-3.5, 4.1, 4.3, 5.1-5.3, 6.2	• Records or amends information and conveys details in accordance with audit objectives
Oral Communication	1.2, 1.4, 2.2, 2.5, 2.6, 3.3, 3.5, 5.2, 5.3, 6.2, 6.3	• Participates in spoken exchanges using structure and language to suit the audience • Listens for required information and asks clarifying questions
Numeracy	2.5, 3.1, 3.2, 3.4, 4.1-4.3, 5.1, 5.2	• Uses a wide range of mathematical calculations to analyse and arrange numeric information
Navigate the world of work	1.1, 1.2	• Adheres to organisational policies and procedures and considers own role in terms of its contribution to broader goals of the work environment
Interact with others	1.2, 1.4, 2.2, 2.5, 2.6, 3.3, 3.4, 3.5, 5.2, 5.3, 6.2, 6.3	• Collaborates and cooperates with others to achieve joint outcomes • Selects and uses appropriate conventions and protocols when communicating with team members and other people in a range of work contexts
Get the work done	1.1-1.4, 2.1, 2.3, 2.4, 3.1, 3.4, 4.1-4.3, 6.1	• Organises, plans and prioritises workload with some sense of what can be achieved in a timeframe • Systematically gathers, analyses and evaluates all relevant information to make decisions • Recognises and addresses some problems within own scope, recognising when to seek the expertise of others

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Unit Mapping Information

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

Links

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

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Assessment Requirements for BSBAUD402 Participate in a quality audit

Modification History

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

Performance Evidence

Evidence of the ability to:

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

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

Knowledge Evidence

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

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

Assessment Conditions

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

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

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

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

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BSBAUD501 Initiate a quality audit

Modification History

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

Application

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

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

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

Unit Sector

Regulation, Licensing and Risk – Quality Auditing

Elements and Performance Criteria

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

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

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

Foundation Skills

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

Skill	Performance Criteria	Description
Reading	1.3, 4.1, 6.1, 6.2, 7.1	• Interprets and analyses information from organisational documentation
Writing	4.1-4.4, 6.2, 7.1-7.4	• Develops a range of documents using structure, tone and vocabulary appropriate to audience, context and purpose • Records or amends information and conveys details in accordance with audit objectives
Oral Communication	1.1, 1.2, 2.1-2.3, 4.3, 5.1-5.3, 6.3	• Participates in spoken exchanges using structure and language to suit the audience • Uses questioning and listening techniques to clarify requirements
Numeracy	4.2	• Uses mathematical calculations for project scheduling
Navigate the world of work	1.3	• Monitors adherence to organisational policies and relevant standards and considers own role in terms of its contribution to broader goals of the work environment
Interact with others	1.1, 1.2, 2.1, 2.2, 3.4, 4.4, 5.1, 5.2	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Recognises the importance of building rapport and building effective working relationships • Collaborates with others to negotiate acceptable outcomes, playing an active role in facilitating effective group interaction
Get the work done	1.1, 1.2, 1.4, 2.1, 2.3, 3.1, 3.2, 4.1,	• Organises, plans and sequences own workload and schedules work activities of others • Uses analytical processes to decide on a course of

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	4.2, 4.3, 6.1, 6.3	action, establishing criteria for deciding between options and seeking advice from others before taking action when necessary • Addresses some unfamiliar problems of increasing complexity within own scope, recognising when to seek the expertise of others

Unit Mapping Information

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

Links

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

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Assessment Requirements for BSBAUD501 Initiate a quality audit

Modification History

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

Performance Evidence

Evidence of the ability to:

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

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

Knowledge Evidence

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

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

Assessment Conditions

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

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

Assessors must satisfy NVR/AQTF assessor requirements.

Links

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

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BSBAUD503 Lead a quality audit

Modification History

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

Application

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

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

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

Unit Sector

Regulation, Licensing and Risk – Quality Auditing

Elements and Performance Criteria

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

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

Foundation Skills

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

Skill	Performance Criteria	Description
Reading	3.2, 4.2	• Interprets and analyses information from audit scoping materials
Writing	1.2, 1.5, 5.3	• Develops a range of documents using relevant structure, tone and vocabulary appropriate to audience,

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		context and purpose • Records or amends information and conveys details in accordance with audit objectives
Oral Communication	1.3, 1.4, 2.2, 3.5, 4.2-4.4, 5.1, 5.2, 5.3	• Participates in spoken exchanges using clear language, tone and pace • Uses questioning and listening techniques to clarify requirements
Numeracy	4.2	• Uses mathematical calculations to analyse and arrange numeric information
Interact with others	1.3, 1.4, 2.2, 3.1, 3.3, 4.2-4.4, 5.1, 5.2, 5.3	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Recognises the importance of rapport in establishing and building effective working relationships • Collaborates with others to negotiate acceptable outcomes, playing an active role in directing and facilitating effective group interaction
Get the work done	1.1, 1.2, 1.4, 2.1, 2.3, 3.2, 3.3, 3.4, 4.1	• Organises, plans and sequences own workload and schedules work activities of others • Uses a combination of formal, logical planning processes and an increasingly intuitive understanding of context to identify relevant information and evaluate appropriate strategies to achieve objectives • Responds to problems requiring immediate attention, drawing on past experiences to devise solutions • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of factors into account

Unit Mapping Information

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

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Links

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Assessment Requirements for BSBAUD503 Lead a quality audit

Modification History

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

Performance Evidence

Evidence of the ability to:

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

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

Knowledge Evidence

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

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

Assessment Conditions

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

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

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

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

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BSBAUD504 Report on a quality audit

Modification History

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

Application

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

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

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

Unit Sector

Regulation, Licensing and Risk – Quality Auditing

Elements and Performance Criteria

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

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

Foundation Skills

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

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 4.1	• Interprets and analyses information from a complex range of organisational documentation
Writing	2.1, 2.2, 4.1	• Develops a variety of complex documents using relevant structure, tone and vocabulary appropriate to audience, context and purpose
Oral Communication	2.3, 3.1-3.4	• Participates in spoken exchanges using clear language, tone and pace • Uses questioning and listening techniques to clarify understanding
Numeracy	1.1, 1.2, 3.3, 4.2	• Collects, represents, summarises and interprets a range of statistical data

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		• Performs calculations required to measure output against timeframes
Navigate the world of work	2.2	• Monitors adherence to organisational policies and procedures • Considers own role in terms of its contribution to broader goals of the work environment
Interact with others	2.3, 3.1-3.4	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Collaborates with others to negotiate joint outcomes, playing an active role in facilitating team understanding
Get the work done	1.1, 1.2, 3.1, 4.1, 4.2	• Organises, plans and sequences own workload according to timelines and organisational requirements • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of factors into account • Analyses outcomes of decisions to identify opportunities for improvement • Recognises a range of familiar problems, their symptoms and causes, actively looking for suitable corrective actions

Unit Mapping Information

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

Links

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

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Assessment Requirements for BSBAUD504 Report on a quality audit

Modification History

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

Performance Evidence

Evidence of the ability to:

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

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

Knowledge Evidence

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

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

Assessment Conditions

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

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

Assessors must satisfy NVR/AQTF assessor requirements.

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Links

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BSBCMM101 Apply basic communication skills

Modification History

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

Application

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

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

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

Unit Sector

Communication – Interpersonal Communication

Elements and Performance Criteria

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

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

Foundation Skills

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

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 3.1	• Reviews textual information to identify communication requirements and organisational procedures
Writing	3.2, 3.3	• Drafts simple texts using appropriate grammar, spelling and punctuation in accordance with organisational standards • Proofreads own texts for accuracy and compliance with organisational requirements
Oral Communication	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.2, 3.4	• Asks questions and listens to gain information or confirm understanding • Listens and follows instructions
Navigate the world of work	1.1, 1.2, 3.1, 3.3, 3.4	• Follows organisational policies and procedures and practices relevant to own role • Develops skills required to carry out own role by seeking and acting on feedback

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Interact with others	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.4	• Follows instructions regarding what and how to communicate • Seeks to cooperate with others to achieve results in immediate work context
Get the work done	1.3, 2.3, 3.1, 3.2, 3.3	• Follows clearly defined instructions, seeking assistance when necessary • Uses digital technologies following instructions to enter and retrieve data

Unit Mapping Information

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

Links

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

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Assessment Requirements for BSBCMM101 Apply basic communication skills

Modification History

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

Performance Evidence

Evidence of the ability to:

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

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

Knowledge Evidence

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

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

Assessment Conditions

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

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

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

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BSBCMM201 Communicate in the workplace

Modification History

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

Application

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

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

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

Unit Sector

Communication – Interpersonal Communication

Elements and Performance Criteria

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

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

Foundation Skills

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

Skill	Performance Criteria	Description
Learning	1.4	• Seeks advice from others to implement strategies to improve knowledge or skills
Reading	1.1, 1.4, 1.5, 2.3, 2.4	• Reviews textual information to identify and interpret communication requirements and organisational standards
Writing	1.2, 1.5, 2.1, 2.2,	• Develops simple written texts using appropriate grammar, spelling and punctuation in accordance with

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	2.3, 2.4	organisational formats • Completes workplace forms and texts in accordance with organisational conventions and legislative requirements.
Oral Communication	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.4	• Explains ideas and requirements clearly and listens carefully to verbal instructions and discussions • Asks questions to confirm understanding
Navigate the world of work	1.5, 2.3, 3.5	• Understands responsibilities of role and complies with legislative, regulatory and organisational requirements
Interact with others	1.2, 1.4, 1.5, 3.1, 3.2, 3.3, 3.4	• Recognises common cultural and other differences of people in the work context and makes adjustments to accommodate the differences • Follows accepted communication practices and protocols to assist in building and maintaining positive working relationships
Get the work done	1.1, 1.2, 1.4,1.5, 2.1-2.4	• Plans and implements routine tasks and workload making limited decisions on sequencing, timing and collaboration, seeking assistance in setting priorities • Uses digital technology to find, record or communicate basic information

Unit Mapping Information

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

Links

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

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Assessment Requirements for BSBCMM201 Communicate in the workplace

Modification History

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

Performance Evidence

Evidence of the ability to:

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

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

Knowledge Evidence

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

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

Assessment Conditions

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

- office equipment
- business resources

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

Assessors must satisfy NVR/AQTF assessor requirements.

Links

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

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BSBCMM401 Make a presentation

Modification History

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

Application

This unit covers the skills and knowledge required to prepare, deliver and review a presentation to a target audience.

This unit applies to individuals who may be expected to make presentations for a range of purposes, such as marketing, training and promotions. They contribute well developed communication skills in presenting a range of concepts and ideas.

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

Unit Sector

Communication – Interpersonal Communication

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Prepare a presentation	1.1 Plan and document presentation approach and intended outcomes 1.2 Choose presentation strategies, format and delivery methods that match the characteristics of the target audience, location, resources and personnel needed 1.3 Select presentation aids, materials and techniques that suit the format and purpose of the presentation, and will enhance audience understanding of key concepts and central ideas

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Brief others involved in the presentation on their roles/responsibilities within the presentation 1.5 Select techniques to evaluate presentation effectiveness
2 Deliver a presentation	2.1 Explain and discuss desired outcomes of the presentation with the target audience 2.2 Use presentation aids, materials and examples to support target audience understanding of key concepts and central ideas 2.3 Monitor non-verbal and verbal communication of participants to promote attainment of presentation outcomes 2.4 Use persuasive communication techniques to secure audience interest 2.5 Provide opportunities for participants to seek clarification on central ideas and concepts, and adjust the presentation to meet participant needs and preferences 2.6 Summarise key concepts and ideas at strategic points to facilitate participant understanding
3 Review the presentation	3.1 Implement techniques to review the effectiveness of the presentation 3.2 Seek and discuss reactions to the presentation from participants or from key personnel involved in the presentation 3.3 Utilise feedback from the audience or from key personnel involved in the presentation to make changes to central ideas presented

Foundation Skills

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

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 2.2	• Reviews and analyses documents to identify information relevant to a specific presentation
Writing	1.1, 3.3	• Develops material to convey ideas and information to target audience in an engaging way
Oral	1.4, 2.1, 2.2, 2.3,	• Presents information using words and non-verbal features appropriate to the audience and context

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Communication	2.4, 2.5, 2.6, 3.2	• Uses listening and questioning techniques to gather information required to develop or modify presentations • Interprets audience reactions and changes words or non-verbal features accordingly
Interact with others	1.4, 2.1, 2.2, 2.4, 2.5, 2.6, 3.2	• Selects and uses appropriate conventions and protocols to encourage interaction or to present information • Demonstrates sophisticated control over oral, visual and written formats, drawing on a range of communication practices to achieve goals • Recognises the need to alter personal communication style in response to the needs or expectations of others
Get the work done	1.1-1.5, 2.2, 2.5, 3.1-3.3	• Takes responsibility for planning, sequencing and prioritising tasks and own workload to achieve outcomes • Uses feedback from others, analytical and lateral thinking to review current practices and develop new ideas • Uses the main features and functions of digital tools to complete work tasks

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBCMM401 Make a presentation	BSBCMM401A Make a presentation	Updated to meet Standards for Training Packages	Equivalent unit

Links

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

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Assessment Requirements for BSBCMM401 Make a presentation

Modification History

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

Performance Evidence

Evidence of the ability to:

- prepare and deliver presentations related to occupation or area of interest which demonstrate the use of:
  - effective presentation strategies and communication principles
  - aids and materials to support the presentation
- select and implement methods to review the effectiveness of own presentation and document any changes which would improve future presentations.

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

Knowledge Evidence

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

- identify information collection methods that will support review and feedback of presentations
- identify regulatory and organisational obligations and requirements relevant to presentations
- describe the principles of effective communication
- describe the range of presentation aids and materials available to support presentations.

Assessment Conditions

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

- equipment, materials and business software packages for making a presentation
- business technology
- interaction with others.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

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

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BSBCMM402 Implement effective communication strategies

Modification History

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

Application

This unit describes the skills and knowledge required to select and use communication strategies required to respond to an enquiry.

It applies to individuals who analyse information and then either respond personally or refer the enquiry to others.

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

Unit Sector

Communication – interpersonal communication

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Receive enquiry	1.1 Establish nature of enquiry 1.2 Ensure interactions with person making enquiry are in accordance with organisation's standards and procedures and meet the person’s needs and expectations 1.3 Clearly outline legal and other limits of own responsibility to person making the enquiry 1.4 Record person's details and issues
2 Identify and apply	2.1 Use communication strategies that reflect organisational

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ELEMENT	PERFORMANCE CRITERIA
appropriate communication techniques	standards and procedures 2.2 Use effective communication techniques during the enquiry 2.3 Ensure confidentiality of the enquiry is respected
3 Determine action to be taken	3.1 Identify personal limitations in taking action and seek appropriate assistance from designated individuals 3.2 Respond in an appropriate manner 3.3 Involve other parties in action if appropriate 3.4 Manage expectations of person making enquiry
4 Review outcomes of communication	4.1 Follow up with person making enquiry to ensure action was effected 4.2 Seek feedback about the communication strategies 4.3 Undertake appropriate record keeping and reporting

Foundation Skills

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

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1	• Interprets textual information from a range of sources to determine organisational standards and procedures
Writing	1.4, 2.1, 3.1, 3.2, 4.1, 4.3	• Accurately records information and completes documentation using required format, terminology and conventions • Prepares reports according to organisational requirements
Oral Communication	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2	• Uses listening and questioning techniques to gather information required to respond to queries • Presents information using words and non-verbal features appropriate to the audience and context
Navigate the world of work	1.2, 1.3, 2.1, 3.1	• Recognises and applies organisational policies and procedures and meets expectations associated with own work

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Interact with others	1.2, 2.1, 2.2, 3.1, 3.2, 3.3	• Uses appropriate communication practices showing awareness of the need to adjust personal communication style when handling enquiries of a sensitive nature
Get the work done	1.1, 1.4, 3.1, 3.3, 3.4, 4.1-4.3	• Plans a range of routine and non-routine tasks and implements actions in accordance with plan to meet desired outcomes • Uses problem solving skills to analyse enquiries and propose possible solutions, seeking input from others as required • Evaluates outcomes of decisions to identify opportunities for improvement

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBCMM402 Implement effective communication strategies	BSBCMM402A Implement effective communication strategies	Updated to meet Standards for Training Packages	Equivalent unit

Links

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

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Assessment Requirements for BSBCMM402 Implement effective communication strategies

Modification History

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

Performance Evidence

Evidence of the ability to:

- receive enquiries according to organisational and legislative requirements
- select and use appropriate communication strategies and techniques for the particular needs of the person making the enquiry
- convey options available to address the enquiry and determine action to be taken according to organisation's policies and procedures
- confirm that the enquiry has been adequately addressed with the person making the enquiry
- document details of the enquiry and action taken according to organisational and legislative requirements.

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

Knowledge Evidence

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

- identify organisation's standards and procedures which apply when responding to enquiries
- identify key legislative obligations and requirements which must be observed when responding to an enquiry.

Assessment Conditions

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

- organisational policies and procedures relevant to customer service

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- relevant legislation or codes of practice
- office equipment and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

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

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BSBCMM501 Develop and nurture relationships

Modification History

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

Application

This unit describes the skills and knowledge required to develop, nurture and maintain various networks and relationships with client, customers and colleagues in order to promote the organisation, to improve business practices and to find and secure new business relationships.

It applies to individuals who use communication and networking skills to develop and consolidate relationships with people in a range of sectors.

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

Unit Sector

Communication – interpersonal communication

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Develop professional relationships	1.1 Conduct dealings with clients, professionals, and other third parties professionally and in accordance with the organisation's policies and procedures and legislative, regulatory and professional codes of practice 1.2 Comply with organisation’s social, business and ethical standards to develop and maintain positive relationships 1.3 Deal with colleagues, clients and other parties in a competent manner and with regard to confidentiality

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Adjust interpersonal styles and methods to the needs and situations of other parties
2 Build and maintain business networks and relationships	2.1 Develop and maintain business and professional networks and other relationships to benefit the organisation 2.2 Use business and professional networks to identify and cultivate relationships in order to promote and market the organisation 2.3 Collaborate with other professionals and third parties to expand and enhance the reputation of the organisation and to identify new and improved business practices
3 Nurture relationships and build on referral business for the long term	3.1 Follow up referral business through appropriate communication channels to find and secure new business relationships 3.2 Identify referral needs quickly and provide information about relevant products and services 3.3 Refer information and ideas about referral business to designated individuals with a view to nurturing ongoing business relationships

Foundation Skills

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

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.2, 3.1, 3.2	• Identifies, analyses and evaluates complex texts to determine, legislative, regulatory and organisational requirements • Analyses and evaluates information from a range of sources to support the development/maintenance of networks and relationships
Writing	3.1, 3.2, 3.3	• Develops materials that convey ideas and information to target audience in order to promote the organisation
Oral communication	1.1, 1.3, 1.4, 2.3, 3.1, 3.2, 3.3	• Presents information using words and non-verbal features appropriate to the audience and context • Uses listening and questioning techniques to gather information or confirm understanding

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Navigate the world of work	1.1-1.3	• Takes full responsibility for following policies, procedures, ethical standards and legislative requirements
Interact with others	1.1-1.4, 2.1-2.3, 3.1, 3.3	• Implements strategies to build rapport and nurture relationships with diverse individuals • Understands the importance of building formal and informal networks within and beyond immediate work context • Selects the appropriate form, channel and mode of communication to maximise building relationships
Get the work done	2.1-2.3, 3.1-3.3	• Develops and implements plans which aim to develop new relationships and maintaining existing relationships

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBCMM501 Develop and nurture relationships	BSBCMM501A Develop and nurture relationships	Updated to meet Standards for Training Packages	Equivalent unit

Links

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

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Assessment Requirements for BSBCMM501 Develop and nurture relationships

Modification History

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

Performance Evidence

Evidence of the ability to:

- communicate with others in accordance with organisational and legislative requirements
- use business and professional networks to benefit the organisation
- use available communication channels to identify new business relationships
- follow up on opportunities to build and develop ongoing business relationships.

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

Knowledge Evidence

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

- briefly summarise the relevant legislation, regulations and codes of practice
- explain the relevance of an organisation's social, business or ethical standards to the development of professional relationships
- explain the interpersonal and communication skills needed to build and maintain business relationships
- list and describe communication channels that could be used to find and secure new business relationships
- identify sources of information about relevant associations, conferences and other relationship building opportunities.

Assessment Conditions

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

- organisational policies and procedures

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- organisation's social, business and ethical standards
- relevant legislation, regulations and professional codes of practice
- office equipment and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

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

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BSBCOM403 Provide education and training on compliance requirements and systems

Modification History

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

Application

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

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

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

Unit Sector

Regulation, Licensing and Risk – Compliance

Elements and Performance Criteria

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

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

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

Foundation Skills

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

Skill	Performance Criteria	Description
Reading	1.1, 1.4, 2.2, 2.3, 2.4, 2.6, 3.3, 5.1	• Identifies and analyses complex texts in a variety of forms to determine key information, specific requirements and responsibilities
Writing	1.2-1.4, 2.1, 2.6, 3.1, 3.2, 4.1, 5.1, 5.2, 5.3	• Records, collates and compiles information gathered from multiple sources using correct technical and enterprise specific language • Develops materials which incorporate specialised language in a format and style appropriate to audience and context • Composes required documents according to organisational requirements
Oral Communication	1.2, 1.3, 2.5, 2.6, 2.7, 3.3, 4.1	• Discusses compliance issues using structure and language to suit the audience • Uses listening and questioning techniques to confirm understanding of compliance requirements
Numeracy	2.2, 2.6	• Interprets numerical information and applies basic mathematical calculations relating to budgetary information
Navigate the world of work	1.1, 1.3, 3.3, 5.1	• Takes responsibility for developing, implementing and reviewing processes to achieve organisational outcomes
Interact with	1.2, 1.3, 2.5, 2.6,	• Identifies and uses appropriate conventions and

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others	2.7, 3.3, 3.4, 4.1	practices when communicating with internal and external personnel • Identifies relevant information and ideas from a range of messages and oral and written exchanges,
Get the work done	1.4,1.5, 2.1-2.5, 2.7, 3.1-3.4, 4.1-4.3, 5.2, 5.3	• Takes responsibility for planning and implementing tasks required to achieve training objectives • Organises and coordinates resources required for training activities • Systematically analyses information to decide on appropriate training options and activities

Unit Mapping Information

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

Links

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

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

Modification History

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

Performance Evidence

Evidence of the ability to:

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

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

Knowledge Evidence

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

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

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Assessment Conditions

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

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

Assessors must satisfy NVR/AQTF assessor requirements.

Links

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

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

Modification History

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

Application

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

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

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

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

Unit Sector

Regulation, Licensing and Risk – Compliance

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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

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

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Foundation Skills

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

Skill	Performance Criteria	Description
Reading	1.2, 1.3, 2.1, 3.2, 4.1, 5.2, 8.2, 9.4	• Locates and analyses complex texts to determine key information, specific requirements and responsibilities
Writing	1.1, 1.2, 2.2, 4.2, 4.3, 6.1-6.5, 7.1, 8.2, 8.3, 9.1-9.4	• Records, collates and compiles information gathered from multiple sources using correct technical and enterprise specific language • Develops materials for specific audiences using correct and enterprise specific language • Prepares information in a designated format and style to convey information, requirements and recommendations
Oral Communication	1.1, 1.2, 3.1, 4.3, 5.1, 6.1-6.4, 7.1	• Discusses compliance issues using structure and language to suit the audience • Uses listening and questioning techniques to confirm understanding of compliance requirements
Numeracy	5.1, 7.2, 8.1-8.3	• Interprets numerical information and applies mathematical calculations relating to budgetary information
Navigate the world of work	1.2, 1.3, 2.1, 3.1, 6.1, 6.4, 9.1	• Takes personal responsibility for following organisational policies, procedures and legislative requirements
Interact with others	1.1, 1.2, 2.1, 3.1, 4.3, 5.1, 6.1-6.4, 7.1, 9.1, 9.3	• Identifies and uses appropriate conventions and practices when communicating with internal and external personnel • Identifies relevant information and ideas from a range of messages and oral exchanges
Get the work done	2.1, 2.2, 3.2, 4.1, 4.2, 5.1, 5.2, 6.5, 7.2, 7.3, 8.2, 8.3, 9.2, 9.3, 9.4	• Takes responsibility for planning and implementing tasks required to achieve promotional objectives in a timely manner • Contributes to continuous improvement of current work practices through consultation and development of appropriate systems • Uses the main features and functions of digital tools to complete work tasks

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Unit Mapping Information

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

Links

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

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

Modification History

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

Performance Evidence

Evidence of the ability to:

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

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

Knowledge Evidence

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

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

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Assessment Conditions

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

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

Assessors must satisfy NVR/AQTF assessor requirements.

Links

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

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BSBCOM501 Identify and interpret compliance requirements

Modification History

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

Application

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

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

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

Unit Sector

Regulation, licensing and risk – compliance

Elements and Performance Criteria

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

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

Foundation Skills

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

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Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.3, 3.4	• Identifies, interprets, analyses or reviews complex texts from various sources to determine legal requirements, organisational operations, specific requirements and responsibilities
Writing	1.2, 1.3, 1.4, 2.4, 3.2, 3.3, 3.4, 4.1, 4.2	• Collates and compiles results of research and analysis using appropriate technical language and organisational formats • Develops materials to convey information, requirements or recommendations using language and structure appropriate to the audience
Oral Communication	1.4, 3.2, 4.2	• Presents specialised information using structure and language to suit the audience • Uses appropriate techniques, including active listening and questioning, to seek approvals and to confirm understanding
Navigate the world of work	1.2, 2.2, 3.1, 3.3	• Takes full responsibility for following policies, procedures and legislative requirements and identifies organisational implications of new legislation or regulations
Interact with others	1.4, 3.2, 4.2	• Identifies and uses appropriate conventions and practices when communicating with internal and external personnel
Get the work done	1.1, 1.3, 2.1-2.4, 3.1, 3.3, 3.4, 4.1, 4.2	• Plans, organises and implements activities required to identify, prioritise and document compliance requirements • Systematically gathers, analyses and evaluates all relevant information in order to make informed decisions about management of compliance breaches • Uses digital tools and systems to locate, organise and share information in effective ways

Unit Mapping Information

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

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

Links

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

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Assessment Requirements for BSBCOM501 Identify and interpret compliance requirements

Modification History

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

Performance Evidence

Evidence of the ability to:

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

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

Knowledge Evidence

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

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

Assessment Conditions

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

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

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

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BSBCOM502 Evaluate and review compliance

Modification History

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

Application

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

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

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

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

Unit Sector

Regulation, Licensing and Risk – Compliance

Elements and Performance Criteria

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

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

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

Foundation Skills

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

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1-2.3, 3.1, 3.2, 4.2, 5.2, 5.3	• Identifies, interprets, analyses or reviews complex texts from various sources to determine legal requirements, organisational operations, specific requirements and responsibilities • Checks documents for accuracy of content, consistency of layout and grammar, spelling and punctuation
Writing	1.3-1.52.2, 4.1-4.3, 5.1-5.	• Collates and compiles results of research and analysis using appropriate technical language and organisational formats • Develops materials to convey information, requirements or recommendations using language and structure appropriate to the audience • Composes and edits texts, selecting appropriate vocabulary and structure for audience and purpose
Oral Communication	2.3, 3.2, 4.1,	• Presents specialised information using structure and language to suit the audience • Elicits the view and opinions of others by listening and questioning
Navigate the world of work	1.1-1.3, 2.2	• Takes full responsibility for following policies, procedures and legislative requirements and identifies organisational implications of new legislation or regulations
Interact with others	1.2, 1.5, 2.1, 2.3, 3.2, 4.1-4.3, 5.1, 5.4,	• Identifies and uses appropriate conventions and practices when communicating with internal and

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	5.5	external personnel
Get the work done	1.3, 1.4, 2.1-2.4, 3.1, 4.2, 4.3, 5.1, 5.4, 5.5	• Plans, develops, implements and monitors processes for evaluating and reviewing compliance performance • Systematically gathers, analyses and evaluates all relevant information in order to identify issues and make informed recommendations about compliance issues • Uses digital tools and systems to locate, organise and share information in effective ways

Unit Mapping Information

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

Links

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

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Assessment Requirements for BSBCOM502 Evaluate and review compliance

Modification History

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

Performance Evidence

Evidence of the ability to:

- access and interpret information about Australian and international standards related to compliance requirements
- develop an evaluation methodology including:
  - preparation of an evaluation plan
  - analysis and interpretation of collected data and feedback with/from stakeholders
- prepare and submit final report for approval and implementation.

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

Knowledge Evidence

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

- describe evaluation methods and techniques suitable for compliance related evaluation and review
- list sources of data relevant to compliance related evaluation and review
- identify relevant Australian and international standards
- outline elements of relevant compliance program/management systems
- identify relevant organisational policies and procedures.

Assessment Conditions

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

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

Assessors must satisfy NVR/AQTF assessor requirements.

Links

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

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BSBCOM601 Research compliance requirements and issues

Modification History

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

Application

This unit describes the skills and knowledge required to explore and investigate various aspects and issues associated with compliance requirements and a related compliance program/management system.

It applies to individuals in regulatory authorities or large organisations with responsibilities related to identifying and investigating impacts, issues and policy implications of various aspects of compliance. It also applies to internal or external consultants who carry out research activities for clients on various aspects of compliance as a compliance researcher or member of a compliance management team.

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

Unit Sector

Regulation, Licensing and Risk – Compliance

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Clarify the purpose and scope of the research	1.1 Confirm and clarify the purpose and scope of the required compliance related research in collaboration with the client/s and relevant internal and/or external personnel 1.2 Document the purpose and scope of the required research in accordance with organisational and/or client requirements

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ELEMENT	PERFORMANCE CRITERIA
2 Develop the research plan	2.1 Develop a suitable research methodology to enable sufficiently valid and reliable outcomes for the required research 2.2 Prepare the research plan for the proposed project 2.3 Obtain approval of plan from relevant internal and/or external personnel
3 Gather required research data	3.1 Collect relevant research data using appropriate research techniques and sources in accordance with the agreed research plan 3.2 Gather and interpret from appropriate sources, information on relevant Australian and international standards pertaining to compliance requirements and related systems 3.3 Organise, interpret and review collected data in terms of its relevance to the project's purpose and objectives 3.4 Discuss ambiguities, uncertainties and problems experienced while interpreting collected data and address appropriately in conjunction with relevant internal or external personnel 3.5 Organise interpreted research data for later analysis
4 Analyse collected data	4.1 Analyse data in accordance with planned methodology 4.2 Review and discuss outcomes of the analysis with relevant internal or external personnel
5 Determine research findings and outcomes	5.1 Interpret the outcomes of the data analysis in accordance with the project objectives 5.2 Develop and discuss preliminary findings, identified issues and related recommendations with relevant internal and/or external personnel 5.3 Undertake any additional data collection and analysis required to clarify aspects of findings, issues and related action options
6 Document and disseminate research outcomes	6.1 Prepare a draft report of the research outcomes, findings and recommendations in accordance with the agreed structure and format, and distribute to relevant internal and/or external personnel for comment and feedback 6.2 Edit the report based on the feedback obtained 6.3 Proofread the report prior to publication 6.4 Ensure the outcomes, findings and recommendations in the report are signed off by authorised personnel 6.5 Produce and disseminate the report to nominated internal

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ELEMENT	PERFORMANCE CRITERIA
	and/or external personnel in accordance with agreed arrangements

Foundation Skills

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

Skill	Performance Criteria	Description
Reading	1.2, 3.1, 3.2, 3.4, 3.5, 4.1, 5.2, 6.2, 6.3	• Comprehends and analyses texts to identify key requirements • Identifies, analyses, reviews and extracts relevant information from complex texts • Proofreads draft texts to identify changes required
Writing	1.2, 2.1-2.3, 3.2-3.4, 4.2, 5.2, 6.1-6.3	• Collates, summarises and compiles information from a range of sources • Develops reports for a specific audience using clear and detailed language to convey findings and recommendations • Edits and incorporates amendments to ensure compliance with regulatory or organisational requirements
Oral Communication	1.1, 2.3, 3.4, 4.2, 5.2	• Conveys information, in a format and style appropriate to a specific audience • Elicits the views and opinions of others by listening and questioning
Navigate the world of work	3.2	• Identifies organisational implications of legislative requirements and considers these when planning and implementing work
Interact with others	1.1, 2.3, 3.4, 4.2, 5.2	• Collaborates with others using effective interpersonal skills to facilitate shared understanding • Identifies and uses appropriate conventions and practices when communicating with internal and external personnel
Get the work done	1.2, 2.1, 2.2, 3.1-3.5, 4.1, 4,2, 5.1-5.3, 6.1-6.5	• Sequences and schedules complex activities, monitors implementation and manages required communication with others • Gathers and analyses data and feedback to improve outcomes • Utilises features and functions of digital tools to

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		complete complex tasks

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBCOM601 Research compliance requirements and issues	BSBCOM601B Research compliance requirements and issues	Updated to meet Standards for Training Packages	Equivalent unit

Links

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

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Assessment Requirements for BSBCOM601 Research compliance requirements and issues

Modification History

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

Performance Evidence

Evidence of the ability to:

- access and interpret information on relevant Australian and international standards
- collaborate with others to identify and document the purpose and scope of the compliance research
- plan the research requirements including:
  - selecting an appropriate research methodology
  - preparing a research plan
  - getting approval for the plan from appropriate people
- carry out the research according to the approved plan including:
  - collecting, organising, analysing and interpreting data
  - reviewing and discussing analysis and preliminary outcomes with relevant l personnel
- prepare and distribute report of the research outcomes according to organisational requirements.

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

Knowledge Evidence

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

- explain compliance requirements relevant to the organisational research methods
- explain elements of relevant compliance program/management systems
- describe quantitative and qualitative data analysis techniques relevant to compliance related research
- list relevant Australian and international standards
- identify relevant organisational policies and procedures
- identify sources of information relevant to compliance related research.

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Assessment Conditions

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

- organisational information and Australian and international standards related to compliance requirements
- relevant personnel
- computer resources and business equipment
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

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

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BSBCRT401 Articulate, present and debate ideas

Modification History

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

Application

This unit describes the skills and knowledge required to articulate, present and debate ideas in a work or broader life context using creative techniques in order to provoke response, reaction and critical discussion.

This unit applies to individuals who contribute and present ideas that may be complex in nature and may relate to new products, services, processes or creative works using a degree of risk taking and storytelling.

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

Unit Sector

Creativity and Innovation – Creative Thinking

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Analyse ideas for communication to others	1.1 Distil key themes, messages and positions to aid in clarity of thought and presentation 1.2 Reflect on different ways of communicating ideas for different purposes and to different people 1.3 Identify the enabling skills and attributes of individuals who can effectively participate in discussions about ideas

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ELEMENT	PERFORMANCE CRITERIA
2. Provoke response and reaction	2.1 Explore and use different techniques to engage, fascinate and involve others in the process of communication and exchange 2.2 Explore the ways that storytelling can be used to communicate ideas 2.3 Create innovative approaches to different communication challenges 2.4 Be prepared to take risks in the way ideas are presented 2.5 Identify specific ways to provoke and encourage response in particular individuals or groups
3. Debate and discuss ideas	3.1 Present and argue substantiated positions on ideas 3.2 Be open to critical analysis of own ideas and to the ideas of others 3.3 Identify and participate in conversations that challenge and explore different concepts and approaches and generate new ideas 3.4 Respond to questions about ideas with confidence and relevant information 3.5 Reflect on and appraise the views of others, and use to refine ideas and to embrace new ideas

Foundation Skills

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

Skill	Performance Criteria	Description
Learning	3.5	• Considers opinions of others to improve and enhance own learning
Oral Communication	2.1, 3.1, 3.2, 3.3, 3.4	• Articulates ideas and requirements clearly and creatively using techniques appropriate to audience and environment • Participates in a verbal exchange of ideas and elicits the view and opinions of others by listening and questioning • Uses a range of persuasive responses and makes comparisons which show an understanding of topics and concepts

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Interact with others	2.1, 2.2, 2.3	• Demonstrates sophisticated control over oral, visual and/or written formats, drawing on a range of communication practices to achieve goals
Get the work done	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.3, 3.5	• Recognises opportunities to develop and apply new ideas and select ideas for implementation • Considers key themes and ideas to be explored and identifies ways to respond to and use diverse perspectives • Uses features and functions of digital tools and technologies to store and present information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBCRT401 Articulate, present and debate ideas	BSBCRT401A Articulate, present and debate ideas	Updated to meet Standards for Training Packages	Equivalent unit

Links

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

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Assessment Requirements for BSBCRT401 Articulate, present and debate ideas

Modification History

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

Performance Evidence

Evidence of the ability to:

- present ideas and information to a unfamiliar audience and environment that provoke interest and response
- reflect on and appraise the views of others
- participate actively and confidently in critical debate and discussion of ideas while responding to new and different communication situations
- investigate and evaluate creative and different ways of expressing and communicating ideas while making an opportunity pitch.

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

Knowledge Evidence

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

- explain different ways in which individuals receive and respond to ideas and information, and what influences their response
- identify the enabling skills and attributes of people needed to effectively discuss ideas
- describe the nature and role of risk taking in the presentation and debate of ideas
- explain the role of storytelling in communicating ideas and key storytelling techniques
- describe common techniques to tailor comments to particular audiences.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the creativity and innovation – critical thinking field of work and include access to opportunities to present, discuss and debate ideas with others.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

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

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BSBCUS402 Address customer needs

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0 Version created to clarify assessment conditions
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to manage an ongoing relationship with a customer over a period of time. This includes helping customers articulate their needs and managing networks to ensure customer needs are addressed.

It applies to individuals who are expected to have detailed product knowledge in order to recommend customised solutions. In this role, individuals would be expected to apply organisational procedures and be aware of, and apply as appropriate, broader factors involving ethics, industry practice and relevant government policies and regulations.

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

Unit Sector

Stakeholder Relations – Customer Service

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Assist customer to articulate needs	1.1 Ensure customer needs are fully explored, understood and agreed 1.2 Explain and match available services and products to customer

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ELEMENT	PERFORMANCE CRITERIA
	needs 1.3 Identify and communicate rights and responsibilities of customers to the customer as appropriate
2 Satisfy complex customer needs	2.1 Explain possibilities for meeting customer needs 2.2 Assist customers to evaluate service and/or product options to satisfy their needs 2.3 Determine and prioritise preferred actions 2.4 Identify potential areas of difficulty in customer service delivery and take appropriate actions in a positive manner
3 Manage networks to ensure customer needs are addressed	3.1 Establish effective regular communication with customers 3.2 Establish, maintain and expand relevant networks to ensure appropriate referral of customers to products and services from within and outside the organisation 3.3 Ensure procedures are in place to ensure that decisions about targeting of customer services are based on up-to-date information about the customer and the products and services available 3.4 Ensure procedures are put in place to ensure that referrals are based on the matching of the assessment of customer needs and availability of products and services 3.5 Maintain records of customer interaction in accordance with organisational procedures

Foundation Skills

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

Skill	Performance Criteria	Description
Reading	1.3, 2.2, 2.3, 2.4, 3.2, 3.3, 3.4, 3.5	• Interprets textual information obtained from a range of sources and determines how content may be applied to individuals and to organisational requirements
Writing	1.1, 3.1, 3.2, 3.3, 3.4, 3.5	• Prepares written reports, up-to-date procedures and other workplace documentation that communicate complex information clearly and effectively
Oral	1.1, 1.2, 1.3, 2.1,	• Clearly articulates customer's needs using language suitable to diverse audiences and employs listening

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Communication	2.2, 3.1, 3.2	and questioning techniques to confirm understanding
Navigate the world of work	3.5	• Recognises and applies organisational protocols and meets expectations associated with own work
Interact with others	1.1-1.3, 2.1, 2.2, 3.1, 3.2	• Selects and uses appropriate communication techniques to establish and maintain positive working relationships • Establishes connections and shares information with others who can contribute to effective work outcomes
Get the work done	2.3, 2.4, 3.3-3.5	• Develops and implements plans for routine and non-routine tasks recognising the importance of aligning goals and expectations to achieve outcomes • Recognises and takes responsibility for addressing predictable and non-predictable problems in own work context • Uses digital systems to organise and store information relevant to own work

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBCUS402 Address customer needs Release 2	BSBCUS402 Address customer needs Release 1	Updated to clarify assessment conditions	Equivalent unit

Links

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

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Assessment Requirements for BSBCUS402 Address customer needs

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0 Version created to clarify assessment conditions
Release 1	This version first released with Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- communicate effectively with customers including
  - helping customers to articulate their needs and evaluate options
  - explaining products/services and how they match customer needs
  - establishing regular communication
  - explaining customer rights and responsibilities
- address customer's needs
- use organisational procedures to document customer satisfaction
- develop and maintain networks to support meeting customer needs
- identify potential difficulties in meeting customer needs and taking appropriate action.

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

Knowledge Evidence

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

- explain organisational procedures and standards for establishing and maintaining customer service relationships

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- describe informed consent
- explain consumer rights and responsibilities
- describe ways to establish effective regular communication with customers
- outline details of products or services including with reference to:
  - possible alternative products and services
  - variations within a limited product and service range.

Assessment Conditions

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

- office equipment and resources
- business technology
- organisational policies, procedures, quality systems, manuals and guidelines for customer management
- examples of products/services and promotional strategies
- case studies and, where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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

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BSBCUS501 Manage quality customer service

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify assessment conditions
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to develop strategies to manage organisational systems that ensure products and services are delivered and maintained to standards agreed by the organisation.

It applies to individuals who supervise the provision of quality customer service within an organisation's procedures framework by others. At this level, individuals must exercise considerable discretion and judgement, using a range of problem solving and decision making strategies.

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

Unit Sector

Stakeholder Relations – Customer Service

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Plan to meet internal and external customer	1.1 Investigate, identify, assess, and include the needs of customers in planning processes

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ELEMENT	PERFORMANCE CRITERIA
requirements	1.2 Ensure plans achieve the quality, time and cost specifications agreed with customers
2 Ensure delivery of quality products and services	2.1 Deliver products and services to customer specifications within organisation's business plan 2.2 Monitor team performance to consistently meet the organisation's quality and delivery standards 2.3 Help colleagues overcome difficulties in meeting customer service standards
3 Monitor, adjust and review customer service	3.1 Develop and use strategies to monitor progress in achieving product and/or service targets and standards 3.2 Develop and use strategies to obtain customer feedback to improve the provision of products and services 3.3 Develop, procure and use resources effectively to provide quality products and services to customers 3.4 Make decisions to overcome problems and to adapt customer services, products and service delivery in consultation with appropriate individuals and groups 3.5 Manage records, reports and recommendations within the organisation's systems and processes

Foundation Skills

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

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 3.1, 3.2, 3.3, 3.5	• Interprets and analyses textual information from a variety of sources and applies the knowledge that has been gained to evaluate standards for organisation's products and services
Writing	1.2, 3.1, 3.2, 3.3, 3.5	• Produces a range of text types to convey information, requirements or recommendations matching style of writing to purpose and audience
Oral Communication	1.1, 1.2, 2.1, 2.3, 3.2	• Clearly articulates systems and standards in a team environment using language suitable to diverse audiences • Uses listening and questioning techniques to obtain

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		feedback and confirm understanding
Numeracy	1.2	• Interprets and comprehends mathematical information in organisation's business and customer service plans.
Navigate the world of work	2.1, 2.2, 3.1, 3.5	• Recognises and applies organisational protocols and meets expectations associated with own work
Interact with others	1.1, 2.3, 3.4	• Identifies and uses appropriate conventions and protocols when communicating with colleagues and customers • Collaborates with others, taking into account their strengths and experience, to achieve desired outcomes • Provides support in field of expertise to team
Get the work done	1.1, 1.2, 2.1, 2.2, 3.1-3.5	• Develops and implements plans using logical processes and monitors and evaluates progress against stated goals • Accepts responsibility for addressing complex or non-routine difficulties, applying problem solving processes in determining a solution. • Uses digital technology to access, organise and present information in a format that meets requirements

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBCUS501 Manage quality customer service Release 2	BSBCUS501 Manage quality customer service Release 1	Updated to clarify assessment conditions	Equivalent unit

Links

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

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Assessment Requirements for BSBCUS501 Manage quality customer service

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0 Version created to clarify assessment conditions
Release 1	This version first released with Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop and manage organisational systems for quality customer service
- develop and review plans, policies and procedures for delivering and monitoring quality customer service
- implement policies and procedures to ensure quality customer service
- solve complex customer complaints and system problems that lead to poor customer service
- monitor and assist teams to meet customer service requirements
- develop, procure and use human and physical resources to support quality customer service delivery.

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

Knowledge Evidence

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

- outline the legislative and regulatory context of the organisation relevant to customer service
- describe organisational policy and procedures for customer service including handling customer complaints
- identify service standards and best practice models
- summarise public relations and product promotion
- outline techniques for dealing with customers including customers with specific needs

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- explain techniques for solving complaints including the principles and techniques involved in the management and organisation of:
  - customer behaviour
  - customer needs research
  - customer relations
  - ongoing product and/or service quality
  - problem identification and resolution
  - quality customer service delivery
  - record keeping and management methods
  - strategies for monitoring, managing and introducing ways to improve customer service relationships
  - strategies to obtain customer feedback.

Assessment Conditions

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

- legislation, regulations and codes of practice related to customer service
- business technology
- workplace documentation and resources
- complex customer complaints
- case studies and, where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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

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BSBFIM501 Manage budgets and financial plans

Modification History

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

Application

This unit describes the skills and knowledge required to undertake financial management within a work team in an organisation. It includes planning and implementing financial management approaches, supporting team members whose role involves aspects of financial operations, monitoring and controlling finances and reviewing and evaluating effectiveness of financial management processes.

It applies to managers in a wide range of organisations and sectors who have responsibility for ensuring that work team financial resources are used effectively and are managed in line with financial objectives of the team and organisation.

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

Unit Sector

Finance - Financial Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Plan financial management approaches	1.1 Access budget/financial plans for the work team 1.2 Clarify budget/financial plans with relevant personnel within the organisation to ensure that documented outcomes are achievable, accurate and comprehensible 1.3 Negotiate any changes required to be made to budget/financial

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ELEMENT	PERFORMANCE CRITERIA
	plans with relevant personnel within the organisation 1.4 Prepare contingency plans in the event that initial plans need to be varied
2 Implement financial management approaches	2.1 Disseminate relevant details of the agreed budget/financial plans to team members 2.2 Provide support to ensure that team members can competently perform required roles associated with the management of finances 2.3 Determine and access resources and systems to manage financial management processes within the work team
3 Monitor and control finances	3.1 Implement processes to monitor actual expenditure and to control costs across the work team 3.2 Monitor expenditure and costs on an agreed cyclical basis to identify cost variations and expenditure overruns 3.3 Implement, monitor and modify contingency plans as required to maintain financial objectives 3.4 Report on budget and expenditure in accordance with organisational protocols
4 Review and evaluate financial management processes	4.1 Collect and collate for analysis, data and information on the effectiveness of financial management processes within the work team 4.2 Analyse data and information on the effectiveness of financial management processes within the work team and identify, document and recommend any improvements to existing processes 4.3 Implement and monitor agreed improvements in line with financial objectives of the work team and the organisation

Foundation Skills

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

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 2.3, 3.1-3.4, 4.2, 4.3	• Interprets and analyses information to determine activities required

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Writing	1.1, 1.4, 4.1-4.3	• Records information in correct forms and prepares materials which convey detailed and factual content in accordance with internal procedures
Oral Communication	1.2, 1.3, 2.1-2.3	• Presents information about financial issues and requirements to a range of audiences using structure and language to suit the audience • Uses active listening and questioning to clarify information and to confirm understanding
Numeracy	1.1-1.3, 2.1-2.3, 3.1-3.4, 4.1-4.3	• Uses a wide range of mathematical calculations to analyse numeric information in budgets or financial plans
Navigate the world of work	2.2, 3.3, 3.4, 4.3	• Recognises, understands and adheres to organisational requirements in undertaking own work
Interact with others	1.2, 1.3, 2.1, 2.2, 3.1, 2.3, 4.2, 4.3	• Uses a range of strategies to connect, collaborate and cooperate with other work colleagues in activities requiring collective effort and diverse skills and knowledge
Get the work done	1.1, 1.4, 2.3, 3.1-3.4, 4.1-4.3	• Uses logical processes in planning, implementing and evaluating complex tasks and developing alternative strategies in achieving goals and timelines • Uses a range of digital technologies to access, filter, compile, integrate and logically present complex information from multiple sources

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBFIM501 Manage budgets and financial plans	BSBFIM501A Manage budgets and financial plans	Updated to meet Standards for Training Packages	Equivalent unit

Links

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

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Assessment Requirements for BSBFIM501 Manage budgets and financial plans

Modification History

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

Performance Evidence

Evidence of the ability to:

- use financial skills to work with and interpret budgets, ageing summaries, cash flow, petty cash, Goods and Services Tax (GST), and profit and loss statements
- communicate with relevant people to clarify budget/financial plans, negotiate changes and disseminate information
- prepare, implement and modify financial contingency plans
- monitor expenditure and control costs
- support and monitor team members
- report on budget and expenditure
- review and make recommendations for improvements to financial processes
- meet record keeping requirements for the Australian Taxation Office (ATO) and for auditing purposes.

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

Knowledge Evidence

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

- describe basic accounting principles
- identify and explain the relevant legislation and current requirements of the Australian Taxation Office, including the Goods and Services Tax (GST)
- explain the key requirements for financiall record keeping and auditing
- describe the principles and techniques involved in managing:
  - budgeting
  - cash flows
  - electronic spreadsheets

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- GST
- ledgers and financial statements
- profit and loss statements.

Assessment Conditions

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

- resources and documentation used in the workplace
- workplace policies and procedures
- workplace budgets and financial plans
- business technology
- case studies and, where available, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

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

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BSBFLM303 Contribute to effective workplace relationships

Modification History

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

Application

This unit describes the skills and knowledge required to gather information and maintain effective relationships and networks, with particular regard to communication and representation.

This unit applies to individuals who use leadership skills including motivation, mentoring and coaching to develop efficient, effective and unified teams and facilitate communication between team members and management of the organisation.

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

Unit Sector

Management and Leadership – Frontline Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Seek, receive and communicate information and ideas	1.1 Collect information associated with the achievement of work responsibilities from appropriate sources 1.2 Communicate ideas and information to diverse audiences in an appropriate and sensitive manner 1.3 Seek contributions from internal and external sources to develop and refine new ideas and approaches in accordance with organisational processes

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Facilitate consultation processes to allow employees to contribute to issues related to their work, and promptly communicate outcomes of consultation to the work team 1.5 Promptly deal with and resolve issues raised, or refer them to relevant personnel
2 Encourage trust and confidence	2.1 Treat people with integrity, respect and empathy 2.2 Encourage effective relationships within the framework of the organisation's social, ethical and business standards 2.3 Gain and maintain the trust and confidence of colleagues, customers and suppliers through competent performance 2.4 Adjust interpersonal styles and methods in relation to the organisation's social and cultural environment
3 Identify and use networks and relationships	3.1 Identify and utilise workplace networks to help build relationships 3.2 Identify and describe the value and benefits of networks and other work relationships for the team and the organisation
4 Contribute to positive outcomes	4.1 Identify difficulties and take action to rectify the situation within own level of responsibility according to organisational and legal requirements 4.2 Support colleagues in resolving work difficulties 4.3 Regularly review workplace outcomes and implement improvements in consultation with relevant personnel 4.4 Identify and resolve poor work performance within own level of responsibility and according to organisational policies 4.5 Deal constructively with conflict, within the organisation's established processes

Foundation Skills

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

Skill	Performance Criteria	Description
Reading	1.1, 1.3, 1.4, 1.5, 4.3	• Comprehends textual information to determine regulatory requirements and adhere to job processes

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		and internal policies
Writing	1.1-1.5, 4.3, 4.4, 4.5	• Uses appropriate language to record key information related to the outcomes of the job • Varies writing style to meet requirements of audience and purpose
Oral Communication	1.2-1.5, 2.1, 2.2, 2.4, 3.1, 4.2-4.5	• Speaks clearly using tone and pace appropriate for the audience and purpose • Uses appropriate techniques, including active listening and questioning, to clarify information and to confirm understanding
Navigate the world of work	1.3, 2.1, 2.2, 2.4, 4.1, 4.4, 4.5	• Takes personal responsibility for adherence to explicit and implicit organisational policies, procedures, standards and legislative requirements within own job role and in all interactions with others
Interact with others	1.2, 1.3, 1.4, 1.5 2.1, 2.2, 2.3, 2.4 4.2, 4.3, 4.4, 4.5	• Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to build rapport, establish networks, seek or share information, • Adjusts personal communication style in response to a diverse range of individuals in the work context • Uses collaborative techniques to engage team members in consultations and negotiations • Implements strategies to respond appropriately to conflict and poor work performance
Get the work done	1.1, 1.3, 1.4,1.5, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4	• Takes responsibility for planning, sequencing and prioritising tasks and own workload for effective outcomes • Uses formal analytical thinking techniques and broad ranging consultative processes to identify issues and implement a constructive approach to solutions and improvement opportunities • Uses familiar digital technologies and systems to access, present and communicate information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBFLM303 Contribute to effective workplace	BSBFLM303C Contribute to effective workplace	Updated to meet Standards for Training Packages	Equivalent unit

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

Links

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

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Assessment Requirements for BSBFLM303 Contribute to effective workplace relationships

Modification History

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

Performance Evidence

Evidence of the ability to:

- access and analyse information to achieve planned outcomes
- apply techniques for resolving problems and conflicts and dealing with poor performance within organisational and legislative requirements
- review and improve workplace outcomes in consultation with relevant personnel
- adjust interpersonal style and communications to respond to cultural and social diversity
- apply relationship management and communication skills with a range of people that:
  - demonstrate integrity, respect, empathy and cultural sensitivity and promote trust
  - forge effective relationships with internal and/or external people and help to maintain these networks
  - encourage participation and foster contribution of and respect for ideas and feedback
  - provide support to colleagues to resolve difficulties.
- communicate ideas and information to diverse audiences
- develop networks and build team relationships.

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

Knowledge Evidence

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

- give examples of how work relationships and the cultural and social environment can support or hinder achieving planned outcomes
- explain techniques for developing positive work relationships and building trust and confidence in a team
- identify relevant legislation from all levels of government that affects business operation

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- describe a range of methods and techniques for communicating information and ideas to a range of stakeholders
- outline problems solving methods
- explain methods to resolve workplace conflict
- explain methods to manage poor work performance
- explain how to monitor, analyse and introduce ways to improve work relationships.

Assessment Conditions

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

- relevant legislation and regulations
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

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

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BSBFLM312 Contribute to team effectiveness

Modification History

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

Application

This unit describes the skills and knowledge required to contribute to the effectiveness of the work team. It involves planning with the team to meet expected outcomes, developing team cohesion, participating in and facilitating the work team, and communicating with the management of the organisation.

It applies to individuals who play a prominent part in motivating, mentoring, coaching and developing team cohesion through team leadership and forming the link between the management of the organisation and the team members. At this level, work will normally be carried out within known routines, methods and procedures, and may also involve complex or non-routine activities that require some discretion and judgement.

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

Unit Sector

Management and Leadership – Frontline Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Contribute to team outcomes	1.1 Consult team members to identify team purpose, roles, responsibilities, goals, plans and objectives 1.2 Support team members to meet expected outcomes

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ELEMENT	PERFORMANCE CRITERIA
2 Support team cohesion	2.1 Encourage team members to participate in the planning, decision making and operational aspects of the work team to their level of responsibility 2.2 Encourage team members to take responsibility for their own work and to assist each other in undertaking required roles and responsibilities 2.3 Provide feedback to team members to encourage, value and reward team members' efforts and contributions 2.4 Identify and address issues, concerns and problems identified by team members, or refer to relevant persons as required
3 Participate in work team	3.1 Actively encourage and support team members to participate in team activities and communication processes and to take responsibility for their actions 3.2 Support the team to identify and resolve problems which impede its performance 3.3 Utilise own contribution to work team to serve as a role model for others and enhance the organisation's image within the work team, the organisation and with clients/customers
4 Communicate with management	4.1 Maintain open communication with line manager/management at all times 4.2 Communicate information from line manager/management to the team 4.3 Communicate unresolved issues to line manager/management and follow up to ensure action is taken in response to these matters

Foundation Skills

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

Skill	Performance Criteria	Description
Writing	2.3, 2.4, 4.2, 4.3	• Uses appropriate vocabulary, grammatical structures and conventions to communicate information, matching style to purpose and audience
Oral	1.1, 1.2, 2.1-2.4, 3.1,	• Presents ideas and seeks feedback from others using vocabulary and non-verbal features appropriate to the

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Communication	3.2, 4.1-4.3	audience • Participates in open discussions to elicit the views of others by asking questions and listening to responses
Navigate the world of work	1.1	• Ensures that team members are aware of their rights and responsibilities in the workplace, including workplace safety
Interact with others	1.1, 1.2, 2.1-2.4, 3.1, 3.2, 4.1-4.3	• Collaborates, supports and cooperates with others to achieve work outcomes, and encourages others to do the same • Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Recognises importance of own interpersonal skills in projecting a positive image to others in work context • Understands the need to modify own communication style to accommodate individual differences
Get the work done	1.1, 2.4, 4.1, 4.3	• Plans and implements tasks required to achieve required outcomes • Recognises and responds to problems related to role and seeks assistance when problems are beyond immediate responsibilities

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBFLM312 Contribute to team effectiveness	BSBFLM312C Contribute to team effectiveness	Updated to meet Standards for Training Packages	Equivalent unit

Links

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

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Assessment Requirements for BSBFLM312 Contribute to team effectiveness

Modification History

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

Performance Evidence

Evidence of the ability to:

- discuss and clarify goals and responsibilities with a team of people
- apply management and communication skills with a range of people that:
  - provides direction and leadership
  - assists individuals to achieve goals
  - motivates and builds team cohesion
  - fosters contribution of and respect for ideas
- apply techniques for resolving problems within organisational and legislative requirements
- communicate effectively with management including escalating problems outside own area of responsibility
- manage communication of information to, and between, the team.

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

Knowledge Evidence

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

- list organisational goals, objectives and plans that relate to the team
- identify legislation, regulations, standards or codes of practice that may impact team performance and outcomes
- describe the organisational structure with reference to the organisational chart
- describe options for addressing performance issues in the organisation
- explain the principles and techniques of:
  - group dynamics and processes
  - motivation

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  - negotiation
- explain why considering individual behaviour and differences is important to a manager.

Assessment Conditions

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

- relevant workplace documentation and resources
- relevant legislation
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

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

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BSBINM201 Process and maintain workplace information

Modification History

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

Application

This unit describes the skills and knowledge required to collect, process and store, and maintain workplace information and systems. It also includes the maintenance of filing and records systems.

It applies to individuals who perform a range of routine tasks in the workplace, using a limited range of practical skills and fundamental knowledge of information and information systems in a defined context, under direct supervision or with limited individual responsibility.

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

Unit Sector

Knowledge Management – Information Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Collect information	1.1 Collect information in a timely manner and ensure it is relevant to organisational needs 1.2 Use business equipment/technology available in the work area to effectively obtain information 1.3 Apply organisational requirements relating to security and confidentiality in handling information

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ELEMENT	PERFORMANCE CRITERIA
2 Process workplace information	2.1 Use business equipment/technology to process information in accordance with organisational requirements 2.2 Process information in accordance with defined timeframes, guidelines and procedures 2.3 Update, modify and file information in accordance with organisational requirements 2.4 Collate and despatch information in accordance with specified timeframes and organisational requirements
3 Maintain information systems	3.1 Maintain information and filing systems in accordance with organisational requirements 3.2 Identify, remove and/or relocate inactive or dead files in accordance with organisational requirements 3.3 Establish and assemble new files in accordance with organisational requirements 3.4 Update reference and index systems in accordance with organisational requirements

Foundation Skills

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

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1-2.4, 3.1-3.4	• Recognises and interprets textual information to complete tasks according to organisational requirements
Writing	1.3, 2.1-2.4, 3.4	• Records simple and routine content using an established format to organise information
Oral Communication	1.1, 1.2	• Uses listening and questioning skills to clarify and adhere to requirements
Numeracy	2.2, 2.4, 3.4	• Comprehends basic mathematical measurements relating to times and number sequences
Navigate the world of work	1.3, 2.1, 2.3, 2.4, 3.1-3.4	• Recognises organisational procedures and understands relevance of legislative requirements
Get the work	1.1-1.3, 2.1, 2.2, 2.4,	• Follows clearly defined instructions and monitors own

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done	3.1-3.3	progress to achieve timelines • Solves problems directly related to tasks, and makes low-impact decisions • Uses digital technologies following instructions regarding data entry and retrieval

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBINM201 Process and maintain workplace information	BSBINM201A Process and maintain workplace information	Updated to meet Standards for Training Packages	Equivalent unit

Links

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

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Assessment Requirements for BSBINM201 Process and maintain workplace information

Modification History

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

Performance Evidence

Evidence of the ability to:

- collect and process workplace information according to organisational policies and procedures and related regulatory requirements
- record and document information accurately within expected timeframes
- store, classify and maintain documents and records correctly.

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

Knowledge Evidence

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

- identify key provisions of relevant legislation, regulations, standards and codes of practice that may affect information management
- outline organisational policies and procedures relating to collecting and processing workplace information
- identify and describe organisational recordkeeping/filing systems and security procedures
- describe a range of filing systems including paper-based and software-based.

Assessment Conditions

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

- office equipment and resources
- examples of workplace information systems.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

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

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BSBINM301 Organise workplace information

Modification History

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

Application

This unit describes the skills and knowledge required to gather, organise and apply workplace information in the context of an organisation's work processes and knowledge management systems.

It applies to individuals who perform a defined range of skilled operations in various work contexts. They may exercise discretion and judgement using appropriate knowledge of information management to provide technical advice and support to a team.

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

Unit Sector

Knowledge Management – Information Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Collect and assess information	1.1 Access product and service information in accordance with organisational requirements 1.2 Ensure methods of collecting information are reliable and make efficient use of available time and resources 1.3 Assess information for clarity, accuracy, currency and relevance to intended tasks 1.4 Use interpersonal skills to access relevant information from

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ELEMENT	PERFORMANCE CRITERIA
	teams and individuals
2 Organise information	2.1 Organise information in a format suitable for analysis, interpretation and dissemination in accordance with organisational requirements 2.2 Use appropriate technology/systems to maintain information in accordance with organisational requirements 2.3 Collate information and materials and communicate to relevant designated persons 2.4 Identify difficulties organising and accessing information and solve collaboratively with individuals and team members 2.5 Update and store information in accordance with organisational requirements and systems
3 Review information needs	3.1 Actively seek feedback on clarity, accuracy and sufficiency of information to ensure relevance of information and system 3.2 Review the contribution of information to decision making and implement appropriate modifications to collection processes 3.3 Identify future information needs and incorporate modifications to collection processes 3.4 Document future information needs and incorporate in modifications to reporting processes

Foundation Skills

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

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1-2.3, 2.5, 3.2	• Recognises and assesses textual information to complete tasks according to requirements
Writing	2.1, 2.2, 2.3, 2.5, 3.1, 3.4	• Completes workplace records, forms and documentation accurately using correct format, accurate spelling and grammar and terminology specific to requirements
Oral Communication	1.4, 2.3, 2.4, 3.1	• Elicits the view and opinions of others and obtains information by listening and questioning

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		• Participates in a verbal exchange of ideas/solutions using clear language to contribute information and convey issues
Navigate the world of work	1.1, 2.1, 2.5	• Understands rights and responsibilities and complies with explicit policies and procedures and legal and regulatory requirements
Interact with others	1.4, 2.3, 2.4, 3.1	• Identifies and follows accepted communication practices and protocols • Complies with work instructions and contributes to work group discussions using accepted conventions
Get the work done	1.1, 1.2, 2.1, 2.2, 2.4, 3.2, 3.3	• Plans and implements routine tasks and workload making decisions about sequencing and timing • Makes low impact decisions within familiar situations, based on a range of predefined or routine solutions, and evaluates the effectiveness of the outcome • Uses digital technology to access and record information and to communicate with others

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBINM301 Organise workplace information	BSBINM301A Organise workplace information	Updated to meet Standards for Training Packages	Equivalent unit

Links

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

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Assessment Requirements for BSBINM301 Organise workplace information

Modification History

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

Performance Evidence

Evidence of the ability to:

- efficiently and effectively gather, assess, organise and use workplace information as part of own job role
- provide accurate information for defined purposes
- maintain and handle data and documents systematically
- use business technology to manage information
- communicate with colleagues and clients using effective interpersonal skills to obtain and check workplace information
- apply relevant legislation and regulations to workplace information
- monitor, review and modify information processes.

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

Knowledge Evidence

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

- explain how legislation and regulations may affect the gathering organising and distribution of workplace information
- describe methods for checking validity of information and its sources
- describe organisational recordkeeping and filing systems, security procedures and safe recording practices
- identify workplace policies and procedures relating to workplace information.

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Assessment Conditions

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

- business technology
- workplace policies and procedures
- relevant legislation and codes of practice
- office equipment and resources
- examples of information documents found in the workplace
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

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

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BSBINM302 Utilise a knowledge management system

Modification History

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

Application

This unit describes the skills and knowledge required to access a knowledge management system, use monitoring and review processes to provide feedback and improve own work practices using the system.

This includes a whole range of strategies, methods, activities and techniques used formally and informally by individuals and the organisation (as formalised in a knowledge management system) to identify, collect, organise, store, retrieve, analyse, share and apply knowledge to the work of the organisation.

It applies to individuals who apply a broad range of competencies in various work contexts. They may exercise discretion and judgement using appropriate theoretical knowledge of knowledge management to assist in increasing productivity, to improve quality or to recognise the benefits to the organisation through the improved use of knowledge.

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

Unit Sector

Knowledge Management – Information Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Access and use	1.1 Access knowledge management system to assist with specific

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ELEMENT	PERFORMANCE CRITERIA
knowledge management system	tasks, in line with system procedures 1.2 Administer system, in line with legislative, regulatory and organisational procedures
2 Input to knowledge management system	2.1 Gather, analyse and prepare inputs for contribution to system, in line with procedures 2.2 Check inputs for clarity, accuracy, currency and relevance 2.3 Make inputs to system, in line with procedures 2.4 Analyse requirements of the system and ensure suggestions for improvements are provided to relevant personnel
3 Review and improve work practices	3.1 Provide feedback about clarity, accuracy, currency and relevance of system's output to relevant personnel 3.2 Document learning resulting from use of the system 3.3 Improve work practices as a result of learning from use of the system

Foundation Skills

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

Skill	Performance Criteria	Description
Learning	3.2, 3.3	• Builds on knowledge and experience from the use and review of using the knowledge management system, and applies knowledge to improve work practices
Reading	1.1, 1.2, 2.1, 2.2, 2.4, 3.2	• Comprehends textual information, incorporating ideas and concepts from a range of sources, and checks for accuracy and relevance
Writing	1.2, 2.3, 2.4, 3.1, 3.2	• Documents information analysis and emphasises key outcomes using vocabulary and structure appropriate to audience
Oral Communication	2.4, 3.1	• Expresses own observations and opinions using clear and specific language to relevant personnel • Elicits views and information from others and obtains information by listening and questioning
Navigate the	1.1, 1.2, 2.1, 2.3, 3.3	• Understands rights and responsibilities, and complies with explicit procedures in the workplace

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world of work		
Interact with others	2.4, 3.1	• Identifies and takes steps to follow accepted communication practices and protocols when providing feedback
Get the work done	1.1, 1.2, 2.1, 2.4, 3.3	• Plans and implements routine tasks and workload making limited decisions on sequencing, timing and collaboration • Uses basic functions of digital technology tools to read, record, search and input required information • Uses analytical processes to review and evaluate the effectiveness of workplace systems and suggest improvements

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBINM302 Utilise a knowledge management system	BSBINM302A Utilise a knowledge management system	Updated to meet Standards for Training Packages	Equivalent unit

Links

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

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Assessment Requirements for BSBINM302 Utilise a knowledge management system

Modification History

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

Performance Evidence

Evidence of the ability to:

- access, use and review a knowledge management system in accordance with organisational policies and procedures
- provide feedback to the organisation about improvements to the knowledge management system
- produce records of outcomes resulting from the use of the system.

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

Knowledge Evidence

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

- identify key provisions of relevant legislation, regulations, standards and codes of practice that may affect knowledge management
- describe organisational policies and procedures for knowledge management.

Assessment Conditions

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

- office equipment and resources
- examples of information documents found in the workplace
- a knowledge management system (which can be a simulated system to satisfy privacy and confidentiality provisions).

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

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BSBINM303 Handle receipt and despatch of information

Modification History

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

Application

This unit describes the skills and knowledge required to receive and distribute incoming mail, and to collect and despatch outgoing mail. It also covers collating and despatching bulk mail according to Australia Post specifications.

It applies to individuals who, while under supervision, provide services to support legal practitioners. All aspects of legal practice may be subject to a range of legislation, rules, regulations and/or codes of practice relevant to different job roles and jurisdictions.

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

Unit Sector

Knowledge Management – Information Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Receive and distribute incoming mail	1.1 Check and register incoming mail to ensure accuracy of records 1.2 Process court documents according to firm's policies and procedures 1.3 Process original documents according to firm's policies and procedures 1.4 Process served documents according to firm's policies and

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ELEMENT	PERFORMANCE CRITERIA
	procedures 1.5 Identify and ensure understanding of titles and locations of company personnel and departments 1.6 Identify and promptly distribute urgent and confidential mail to addressee 1.7 Sort mail and despatch to nominated person/location 1.8 Record damaged, suspicious or missing items and report promptly where necessary
2 Receive and despatch outgoing mail	2.1 Collect outgoing mail from each section of the firm, check and sort all items to ensure they are correctly prepared for despatch 2.2 Determine most appropriate delivery method and select appropriate envelopes and address correctly 2.3 Process outgoing mail correctly 2.4 Record mail in register 2.5 Sort mail according to carrier 2.6 Despatch mail using most appropriate delivery method 2.7 Despatch mail to meet designated timelines
3 Collate and despatch documents for bulk mailing	3.1 Estimate quantities/resources/time to complete bulk mailing of documents correctly 3.2 Collate documents as required 3.3 Sort envelopes and batch in accordance with specifications 3.4 Employ bulk mail interstate satchels where appropriate 3.5 Self-check numerical information 3.6 Lodge batched items in time for delivery by relevant carrier
4 Organise urgent and same day deliveries	4.1 Weigh, package and address items for urgent delivery 4.2 Determine and select cheapest and best option for urgent delivery 4.3 Conduct a follow-up if necessary

Foundation Skills

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

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Skill	Performance Criteria	Description
Reading	1.1-1.7, 2.1-2.5, 3.3, 4.3	• Identifies familiar information from a range of sources, compares it against defined criteria and requirements, and checks for accuracy and completeness
Writing	1.1-1.4, 1.8, 2.2-2.4, 3.1, 4.1-4.3	• Accurately records information and completes organisational documents and correspondence using clear language and correct spelling, grammar and terminology
Oral Communication	1.7, 1.8, 2.1, 4.3	• Participates in spoken interactions with others using clear and direct language to convey and clarify information
Numeracy	3.1, 3.5, 4.1, 4.2	• Performs basic calculations to check and confirm numerical information and estimate time requirements
Navigate the world of work	1.2-1.4, 3.3	• Understands own role and associated responsibilities for task completion in compliance with organisational policies and procedures
Interact with others	1.5, 1.8	• Uses a limited range of accepted practices for communicating in work environment
Get the work done	1.1-1.7, 2.1-2.3, 2.5-2.7, 3.1, 3.3, 3.4, 3.6, 4.1-4.3	• Plans and implements routine tasks and workload making limited decisions on sequencing and timing, and follows instructions to set priorities • Makes low-impact decisions within familiar situations, based on a range of predefined or routine solutions and evaluates the effectiveness of the outcome • Responds to predictable routine problems, implementing standard or logical solutions • Uses digital tools for basic reading, recording, searching and communicating information following routine procedures

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBINM303 Handle receipt and despatch of information	BSBINM303A Handle receipt and despatch of information	Updated to meet Standards for Training Packages	Equivalent unit

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Links

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Assessment Requirements for BSBINM303 Handle receipt and despatch of information

Modification History

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

Performance Evidence

Evidence of the ability to:

- register and distribute incoming mail in accordance with firm's policies and procedures, promptly and accurately
- despatch and register outgoing mail in accordance with firm's policies and procedures and carrier's requirements and relevant legislation
- check all details routinely, including addresses, numerical information, spelling and contents of mail for accuracy
- seek clarification from designated person/s and apply correct addressing protocols for despatch with a range of carriers
- apply the principles of legal practitioner/support, responsibilities and obligations for despatch of information.

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

Knowledge Evidence

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

- describe accepted codes of conduct related to duty of care, privacy and confidentiality, and compliance with reasonable direction
- outline criteria for courier selection
- identify and describe organisation's policies and procedures as they apply to despatch
- list roles and locations of a firm's personnel
- describe scope of mail and document handling support role.

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Assessment Conditions

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

- a real or simulated work environment
- typical samples of mail and documents.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

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

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BSBINM501 Manage an information or knowledge management system

Modification History

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

Application

This unit describes the skills and knowledge required to organise training for others for an information or knowledge management system and to manage the use of the system.

It applies to individuals who are responsible for seeing that key information and corporate knowledge are retained, accessible to others and improve business outcomes.

The unit applies to information or knowledge management systems which comprise policies, protocols, procedures and practices to manage information or knowledge within the organisation and among relevant stakeholders.

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

Unit Sector

Knowledge Management – Information Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Organise learning to use information or knowledge management system	1.1 Identify learning needs of relevant personnel and stakeholders for input into and use of an information or knowledge management system 1.2 Identify and secure human, financial and physical resources

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ELEMENT	PERFORMANCE CRITERIA
	required for learning activities to use an information or knowledge management system 1.3 Organise and facilitate learning activities 1.4 Promote and support use of the system throughout the organisation 1.5 Monitor and document effectiveness of learning activities
2 Manage use of information or knowledge management system	2.1 Ensure implementation of policies and procedures for the information or knowledge management system are monitored for compliance, effectiveness and efficiency 2.2 Address implementation issues and problems as they arise 2.3 Monitor integration and alignment with data and information systems 2.4 Collect information on achievement of performance measures 2.5 Manage contingencies such as system failure or technical difficulties by accessing technical specialist help as required
3 Review use of information or knowledge management system	3.1 Analyse effectiveness of system and report on strengths and limitations of the system 3.2 Review business and operational plan and determine how effectively the system is contributing to intended outcomes 3.3 Make recommendations for improvement to system, policy or work practices

Foundation Skills

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

Skill	Performance Criteria	Description
Reading	1.1-1.5, 2.1-2.5, 3.1-3.3	• Researches and critically analyses documentation from a variety of sources to determine requirements
Writing	1.1-1.5, 2.1-2.4, 3.2, 3.3	• Prepares and produces documentation for a specific audience using clear and detailed language to convey explicit information, requirements and recommendations

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Oral Communication	1.1, 1.2, 1.3, 1.4, 2.2, 2.5, 3.3	• Presents information using structure and language to suit the audience • Uses active listening and questioning and reading of verbal and non-verbal signals to clarify information and to confirm understanding
Navigate the world of work	2.1, 3.3	• Takes full responsibility for following policies, procedures and legislative requirements and identifies organisational implications of new legislation or regulation • Modifies or develops organisational policies and procedures to comply with legislative requirements and organisation goals
Interact with others	1.1-1.4, 2.5, 3.3	• Implements strategies for a diverse range of colleagues and clients in order to build rapport and foster strong relationships • Collaborates with others sharing information to build strong work groups and avoid behaviours that are not conducive to a productive environment • Elicits feedback and provides feedback to others in order to improve self or workgroup behaviours
Get the work done	1.1-1.5, 2.1-2.5, 3.1, 3.2	• Accepts responsibility for planning and sequencing complex tasks and workload, negotiating key aspects with others and taking into account capabilities, efficiencies and effectiveness • Monitors progress of plans and schedules and reviews and changes them to meet new demands and priorities • Applies systematic and analytical processes to address problems and make decisions in complex situations • Investigates new and innovative ideas as a means to continuously improve, work practices and processes • Uses and investigates new digital technologies and applications to manage and manipulate data and communicate effectively with others

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBINM501 Manage an information or knowledge	BSBINM501A Manage an information or knowledge	Updated to meet Standards for Training Packages	Equivalent unit

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

Links

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

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Assessment Requirements for BSBINM501 Manage an information or knowledge management system

Modification History

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

Performance Evidence

Evidence of the ability to:

- identify learning needs and plan and implement learning activities to enable personnel to use information or knowledge management system including
  - providing human, financial and physical resources as required
  - use of coaching, mentoring, information sessions, workshops, training programs and e-learning as appropriate
- monitor performance and address issues and contingencies as they arise including
  - accessing technical specialists as required
  - correct application of policies and procedures for the information or knowledge management system
  - alignment and effectiveness of the policies and procedures
  - effectiveness of information or knowledge management system for intended outcomes
- recommend improvements to systems, policies and practices as appropriate.

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

Knowledge Evidence

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

- outline relevant legislation, codes of practice and national standards relevant to privacy, freedom of information and knowledge management
- explain organisational policies and procedures including:
  - records management
  - information management
  - customer service
  - commercial confidentiality

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- describe the organisational operations and existing data and information systems.

Assessment Conditions

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

- relevant legislation, regulation, standards and codes
- relevant workplace systems, documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

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

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BSBINN301 Promote innovation in a team environment

Modification History

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

Application

This unit describes the skills and knowledge required to be an effective and proactive member of an innovative team.

It applies to individuals who play a proactive role in demonstrating, encouraging or supporting innovation in a team environment. The individual may be a team participant or a team leader. Teams may be formal or informal and may comprise a range of personnel.

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

Unit Sector

Creativity and Innovation – Innovation

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Create opportunities to maximise innovation within the team	1.1 Evaluate and reflect on what the team needs and wants to achieve 1.2 Check out information about current or potential team members' work in the context of developing a more innovative team 1.3 Bring people into the team or make suggestions for team members based on what needs to be achieved and the potential for cross fertilising ideas

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Acknowledge, respect and discuss the different ways that people may contribute to building or enhancing the team
2 Organise and agree effective ways of working	2.1 Jointly establish ground rules for how the team will operate 2.2 Agree and communicate responsibilities in ways that encourage and reinforce team-based innovation 2.3 Agree and share tasks and activities to ensure the best use of skills and abilities within the team 2.4 Plan and schedule activities to allow time for thinking, challenging and collaboration 2.5 Establish personal reward and stimulation as an integral part of the team's way of working
3 Support and guide colleagues	3.1 Model behaviour that supports innovation 3.2 Seek external stimuli and ideas to feed into team activities 3.3 Proactively share information, knowledge and experiences with other team members 3.4 Challenge and test ideas within the team in a positive and collaborative way 3.5 Proactively discuss and explore ideas with other team members on an ongoing basis
4 Reflect on how the team is working	4.1 Debrief and reflect on activities and on opportunities for improvement and innovation 4.2 Gather and use feedback from within and outside the team to generate discussion and debate 4.3 Discuss the challenges of being innovative in a constructive and open way 4.4 Take ideas for improvement, build them into future activities and communicate key issues to relevant colleagues 4.5 Identify, promote and celebrate successes and examples of successful innovation

Foundation Skills

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

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Skill	Performance Criteria	Description
Reading	1.2, 4.2	• Interprets and analyses textual information, from a wide range of sources, to identify information relevant to team activities
Writing	2.2, 3.3, 4.4	• Uses clear language and formats appropriate for the audience to highlight and present specific information
Oral Communication	1.2, 1.3, 1.4, 2.1, 2.2, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5	• Actively participates in verbal exchanges of ideas and elicits the views and opinions of team members by listening and questioning • Uses clear language to clarify rules and roles relating to team activities in formal and informal situations
Numeracy	1.2, 4.2	• Interprets numeric information relevant to team activities
Navigate the world of work	1.1, 3.1, 3.2, 3.5	• Understands the nature and purpose of own role and how it affects others in the work context
Interact with others	1.1-1.4, 2.1, 2.2, 3.1, 3.2, 3.4, 3.5, 4.1, 4.2, 4.4, 4.5	• Uses inclusive techniques to initiate, contribute and promote discussion amongst potentially diverse team members • Recognises the importance of establishing and building effective working relationships • Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role
Get the work done	1.3, 1.4, 2.2, 2.4, 2.5, 3.2, 3.4, 4.2, 4.4, 4.5	• Plans, sequences and prioritises tasks for efficient and effective outcomes • Contributes to continuous improvement of current work practices by applying basic principles of analytical and lateral thinking • Uses problem-solving processes to address less predictable problems, and when appropriate, seeking input from others • Reflects on outcomes and further explores own and the team’s role in implementing innovation

Unit Mapping Information

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

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Code and title current version	Code and title previous version	Comments	Equivalence status
BSBINN301 Promote innovation in a team environment	BSBINN301A Promote innovation in a team environment	Updated to meet Standards for Training Packages	Equivalent unit

Links

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

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Assessment Requirements for BSBINN301 Promote innovation in a team environment

Modification History

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

Performance Evidence

Evidence of the ability to:

- apply practices that promote innovation within a team including:
  - modelling open and respectful communications
  - contributing to the make-up and rules of the team
  - planning and scheduling of activities
  - reflecting on activities, feedback and challenges to identity improvement options
- encourage others to contribute to innovation in the team
- implement improvements and communicate about them.

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

Knowledge Evidence

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

- explain what innovation is, the different types of innovation and the benefits of innovation
- describe the internal and external factors that contribute to a team becoming and remaining innovative including:
  - team characteristics
  - the role of group dynamics and diversity
  - broader environmental factors
- explain how activities can encourage or hinder innovation in a team including:
  - allocation of time and activities
  - modelling behaviour
  - rewards and recognition
  - communications

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- feedback.

Assessment Conditions

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

- workplace documents
- case studies and, where possible, real situations
- office equipment and resources
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

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

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BSBINN502 Build and sustain an innovative work environment

Modification History

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

Application

This unit describes the skills and knowledge required to create an environment that enables and supports the application of innovative practice focusing on a holistic approach to the integration of innovation across all areas of work practice.

It applies to individuals working in leadership or management roles in any industry or community context. The individual could be employed by the organisation, but may also be an external contractor, the leader of a cross organisation team or of a self-formed team of individuals. The work group could be permanent or temporary in nature.

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

Unit Sector

Creativity and Innovation – Innovation

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Lead innovation by example	1.1 Make innovation an integral part of leadership and management activities 1.2 Demonstrate positive reception of ideas from others and provide constructive advice 1.3 Establish and maintain relationships based on mutual respect and trust

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Take considered risks to open up opportunities for innovation 1.5 Regularly evaluate own approaches for consistency with the wider organisational or project context
2 Establish work practices that support innovation	2.1 Consult on and establish working conditions that reflect and encourage innovative practice 2.2 Introduce and maintain workplace procedures that foster innovation and allow for rigorous evaluation of innovative ideas 2.3 Facilitate and participate in collaborative work arrangements to foster innovation 2.4 Build and lead teams to work in ways that maximise opportunities for innovation
3 Promote innovation	3.1 Acknowledge suggestions, improvements and innovations from all colleagues 3.2 Find appropriate ways of celebrating and promoting innovation 3.3 Promote and reinforce the value of innovation according to the vision and objectives of the organisation or project 3.4 Promote and support the evaluation of innovative ideas within the wider organisational or project context
4 Create a physical environment which supports innovation	4.1 Evaluate the impact of the physical environment in relation to innovation 4.2 Collaborate with colleagues about ideas for enhancing the physical work environment before taking action 4.3 Consider potential for supporting innovation when selecting physical resources and equipment 4.4 Design, fit-out and decorate workspaces to encourage creative mindsets, collaborative working and the development of positive workplace relationships
5 Provide learning opportunities	5.1 Pro-actively share relevant information, knowledge and skills with colleagues 5.2 Provide or encourage formal and informal learning opportunities to help develop the skills needed for innovation 5.3 Create opportunities in which individuals can learn from the experience of others

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Foundation Skills

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

Skill	Performance Criteria	Description
Reading	1.5, 2.2, 4.1, 5.1	• Interprets and evaluates information that may deal with complex ideas related to issues both within and outside a given workplace context
Writing	3.3, 3.4, 5.1	• Develops information for others using language to suit the context and audience
Oral Communication	1.2, 2.1, 2.3, 3.1, 3.3, 3.4, 5.1	• Presents ideas and concepts to a range of audiences using structure and language to suit the audience • Uses active listening and questioning to discuss and clarify information and to confirm understanding
Navigate the world of work	1.1, 1.5, 2.1, 2.2, 3.3, 5.1, 5.2	• Takes responsibility for implementing practices and procedures to achieve organisational objectives in innovation according to role requirements • Stays up to date with professional development options to provide relevant information to staff
Interact with others	1.2, 1.3, 2.3, 2.4, 3.1-3.4, 4.2, 5.1, 5.3	• Uses appropriate communication techniques to build rapport and foster strong relationships with co-workers in a range of work contexts • Uses inclusive and collaborative techniques to share, promote and convey complex information about new ideas and systems within the workplace
Get the work done	1.1, 1.4, 1.5, 2.1, 3.2, 3.3, 4.1, 4.3, 4.4, 5.2, 5.3	• Accepts responsibility for planning and implementing tasks and practices to achieve organisational goals, negotiating key aspects with others and taking into account current capabilities and needs • Develops new and innovative ideas through exploration, evaluation, analysis and critical thinking • Facilitates a climate where people feel comfortable suggesting and discussing improvements or new ideas • Uses problem solving processes to identify, assess and respond to challenges and risks around innovation

Unit Mapping Information

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

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Code and title current version	Code and title previous version	Comments	Equivalence status
BSBINN502 Build and sustain an innovative work environment	BSBINN502A Build and sustain an innovative work environment	Updated to meet Standards for Training Packages	Equivalent unit

Links

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

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Assessment Requirements for BSBINN502 Build and sustain an innovative work environment

Modification History

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

Performance Evidence

Evidence of the ability to maximise opportunities for innovation by:

- establishing procedures and practices that foster innovation including:
  - collaborative work arrangements
  - building team capacity to contribute to innovation
  - providing formal and informal learning opportunities
  - evaluating ideas
  - celebration and promotion of innovation
  - consultation
  - respectful communications and sharing of ideas and feedback
- reinforcing the value of innovation to the vision and objectives of the organisation,
- model ling behaviour including being receptive to ideas, giving constructive advice, evaluating own work, establishing and maintaining relationships based on mutual respect and trust, taking considered risks that provide opportunities for innovation
- evaluating how the physical environment can be enhanced to support innovation and collaboration and collaborating on ideas to make improvements including in the selection of physical resources and equipment, and the design, fit-out and decoration of the workspaces
- making changes to a workspace that will encourage innovation in at least one of
  - design
  - fit-out
  - decoration.

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

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Knowledge Evidence

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

- explain the concepts and theories of innovation and how these link to innovation in practice
- explain the context for innovation in the workplace including core business values, overall objectives, broader environmental context and the need to ensure the value and benefit of innovative ideas and projects
- discuss the factors and tools that can motivate individuals to use creative thinking and apply innovative work practices
- research the legislative framework that impacts on operations in the relevant workplace context
- explain how different approaches to management and leadership can support or hinder innovation
- discuss typical challenges and barriers to innovation within teams and organisations and ways of overcoming these including rewarding and celebrating innovation, coaching and learning, modelling behaviour and managing the physical environment.
-

Assessment Conditions

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

- workplace documents
- case studies and, where possible, real situations
- office equipment and resources
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

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

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BSBITU101 Operate a personal computer

Modification History

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

Application

This unit describes the skills and knowledge required to start up and use a range of basic functions on a personal computer or business computer terminal.

It applies to individuals who perform a range of routine computer tasks in the various sectors of the business services industry and generally work under direct supervision.

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

Unit Sector

Information and Communications Technology – IT Use

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Start computer, system information and features	1.1 Adjust workspace, furniture and equipment to suit user ergonomic requirements 1.2 Ensure work meets organisational and work health and safety (WHS) requirements for computer operation 1.3 Start computer or log on according to user procedures 1.4 Identify basic functions and features using system information 1.5 Customise desktop configuration, if necessary, with assistance from appropriate persons

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ELEMENT	PERFORMANCE CRITERIA
	1.6 Use help functions as required
2 Navigate and manipulate desktop environment	2.1 Open, close and access features by selecting correct desktop icons 2.2 Open, resize and close desktop windows by using correct window functions 2.3 Create shortcuts onto the desktop, if necessary, with assistance from appropriate persons
3 Organise files using basic directory and folder structures	3.1 Create folders/subfolders with suitable names 3.2 Save files with suitable names in appropriate folders 3.3 Rename and move folders/subfolders and files as required 3.4 Identify folder/subfolder and file attributes 3.5 Move folders/subfolders and files using cut and paste, and drag and drop techniques 3.6 Save folders/subfolders and files to appropriate media where necessary 3.7 Search for folders/subfolders and files using appropriate software tools 3.8 Restore deleted folder/subfolders and files as necessary
4 Print information	4.1 Print information from installed printer 4.2 View progress of print jobs and delete as required 4.3 Change default printer, if installed
5 Shut down computer	5.1 Close all open applications 5.2 Shut down computer according to user procedures

Foundation Skills

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

Skill	Performance Criteria	Description
Reading	1.3, 1.5, 1.6, 3.1-3.8, 4.1-4.3, 5.1, 5.2	• Recognises textual information within internal procedures and technical documents to determine and complete work requirements

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Writing	1.3, 3.1-3.3, 3.7	• Inputs information using familiar text types and records numerical and textual information for file naming conventions
Oral Communication	1.5, 2.3	• Asks simple questions and comprehends answers that contain short and explicit information
Navigate the world of work	1.1-1.3, 5.2	• Recognises and follows organisational procedures and legislative responsibilities, with particular reference to health and safety
Interact with others	1.5, 2.3	• Uses appropriate communication practices to seek guidance from more experienced work colleagues
Get the work done	1.3-1.6, 2.1-2.3, 3.1-3.8, 4.1-4.3, 5.1, 5.2	• With guidance, is beginning to understand and use the specific functions and features of digital systems and tools

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBITU101 Operate a personal computer	BSBITU101A Operate a personal computer	Updated to meet Standards for Training Packages	Equivalent unit

Links

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

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Assessment Requirements for BSBITU101 Operate a personal computer

Modification History

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

Performance Evidence

Evidence of the ability to:

- adjust equipment, furniture and workspace to suit individual ergonomic requirements
- follow organisational and WHS requirements when operating a computer
- follow user procedures and system information when using the basic functions on a computer, seeking assistance when necessary
- use desktop icons and create shortcuts
- create and manipulate folders and subfolders
- check and delete print jobs and change default printer
- correctly shut down software applications and the computer.

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

Knowledge Evidence

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

- outline the main work health and safety requirements for working with a computer
- list the main points to consider when setting up an ergonomic work environment
- list the main components of the computer system, and briefly explain what each one does
- briefly explain the functions of the operating system
- outline the organisation’s conventions for naming files

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – IT use field of work and include access to:

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- organisational policies and procedures
- information about work health and safety requirements.
- computer user and system information
- suitable workspace including a personal computer or computer terminal with relevant software and printer.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

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

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BSBITU304 Produce spreadsheets

Modification History

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

Application

This unit describes the skills and knowledge required to develop spreadsheets through the use of spreadsheet software.

It applies to individuals employed in a range of environments who tend to be personally responsible for designing and working with spreadsheets under minimal supervision.

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

Unit Sector

Information and Communications Technology – IT Use

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Select and prepare resources	1.1 Adhere to ergonomic, work organisation and occupational health and safety requirements 1.2 Use energy and resource conservation techniques to minimise wastage 1.3 Identify spreadsheet task requirements in relation to data entry, storage, output and presentation
2. Plan spreadsheet design	2.1 Ensure spreadsheet design suits purpose, audience and information requirements of task

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ELEMENT	PERFORMANCE CRITERIA
	2.2 Ensure spreadsheet design enhances readability and appearance, and meets organisational and task requirements for style and layout 2.3 Use style sheets and automatic functions to ensure consistency of design and layout
3. Create spreadsheet	3.1 Ensure data is entered, checked and amended to maintain consistency of design and layout, in accordance with organisational and task requirements 3.2 Format spreadsheet using software functions to adjust page and cell layout to meet information requirements, in accordance with organisational style and presentation requirements 3.3 Ensure formulae are tested and used to confirm output meets task requirements, in consultation with appropriate personnel as required 3.4 Use manuals, user documentation and online help to overcome problems with spreadsheet design and production
4. Produce simple charts	4.1 Select chart type and design that enables valid representation of numerical data, and meets organisational and task requirements 4.2 Create charts using appropriate data range in spreadsheet 4.3 Modify chart type and layout using formatting features
5. Finalise spreadsheets	5.1 Preview, adjust and print spreadsheet and any accompanying charts, in accordance with task requirements 5.2 Ensure data input meets designated timelines and organisational requirements for speed and accuracy 5.3 Name and store spreadsheet in accordance with organisational requirements and exit application without data loss/damage

Foundation Skills

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

Skill	Performance Criteria	Description
Reading	2.2, 3.1-3.4, 5.1	• Recognises and interprets numerical and textual information to determine organisational and task

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		requirements
Writing	2.1, 3.1-3.3, 4.2, 4.3, 5.1-5.3	• Inputs numerical and key reporting information when creating and finalising spreadsheets and uses format, layout, style guides and standard naming conventions to organise data according to purpose and audience
Oral Communication	3.3	• Participates in exchange of information to determine whether formulae utilised produce result required
Numeracy	4.1, 4.2	• Uses mathematical equations to create simple formulae and validate numerical data
Navigate the world of work	1.1-1.3, 2.1-2.3, 3.1-3.3, 4.1, 5.1-5.3	• Recognises and follows explicit and implicit protocols and meets expectations associated with own role
Interact with others	3.3	• Collaborates with others to achieve joint outcomes
Get the work done	2.1-2.3, 3.1-3.4, 4.1-4.3, 5.1-5.3	• Uses advanced features within applications to address routine and complex work tasks

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBITU304 Produce spreadsheets	BSBITU304A Produce spreadsheets	Updated to meet Standards for Training Packages	Equivalent unit

Links

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

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Assessment Requirements for BSBITU304 Produce spreadsheets

Modification History

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

Performance Evidence

Evidence of the ability to:

- design spreadsheets that address a range of data and organisational requirements
- use software functions, graphics and support materials to create spreadsheets
- apply knowledge of formatting requirements for workplace documents.

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

Knowledge Evidence

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

- describe formatting requirements of workplace documents
- identify organisational guidelines on spreadsheet design and use
- explain organisational requirements for ergonomic standards, work periods and breaks, and conservation techniques.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – IT use field of work and include access to:

- industry software packages
- computer user information
- relevant legislation and codes of practice
- organisational policies and procedures
- relevant workplace documentation and resources.

Assessors must satisfy NVR/AQTF assessor requirements.

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Links

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

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BSBITU401 Design and develop complex text documents

Modification History

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

Application

This unit describes the skills and knowledge required to design and develop business documents using complex technical features of word processing software.

It applies to individuals who work in a range of business environments and have skills which may be applied in the provision of administrative support within an enterprise, or by technical/knowledge experts responsible for producing their own word processed documents.

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

Unit Sector

Information and Communications Technology – IT Use

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to produce word processed documents	1.1 Use safe work practices to ensure ergonomic, work organisation, energy and resource conservation requirements are met 1.2 Identify document purpose, audience and presentation requirements, and clarify with relevant personnel as required 1.3 Identify organisational requirements for text-based business documents to ensure consistency of style and image 1.4 Evaluate complex technical functions of software for its

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ELEMENT	PERFORMANCE CRITERIA
	usefulness in fulfilling requirements of the task 1.5 Match document requirements with software functions to provide efficient production of documents
2. Design complex documents	2.1 Design document structure and layout to suit purpose, audience and information requirements of task 2.2 Design document to enhance readability and appearance, and to meet organisational and task requirements for style and layout 2.3 Use complex software functions to enable efficient manipulation of information and other material, and ensure consistency of design and layout 2.4 Use manuals, user documentation and online help to overcome problems with document design and production
3. Add complex tables and other data	3.1 Insert a standard table into document, changing cells to meet information requirements 3.2 Format rows and columns as required 3.3 Insert images and other data, formatting as required
4. Produce documents	4.1 Use complex operations to develop documents, and achieve required results 4.2 Preview, adjust and print documents in accordance with organisational and task requirements 4.3 Name and store documents in accordance with organisational requirements and exit application without information loss/damage 4.4 Prepare documents within designated timelines and for speed and accuracy

Foundation Skills

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

Skill	Performance Criteria	Description
Reading	1.3, 2.2, 2.4, 4.3, 4.4	• Recognises and interprets textual information from a range of resources to determine and confirm requirements and to assist with document issues

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Writing	2.1-2.4, 3.3, 4.2-4.4,	• Develops material using required format and incorporating technical functions to meet business needs
Oral Communication	1.2	• Uses specific and relevant language to confirm understanding of requirements and listens carefully to verbal instructions and discussions
Numeracy	1.4, 3.3	• Recognises and inputs numerical information according to requirements
Navigate the world of work	1.1-1.3, 1.5, 2.1-2.3, 3.1-3.3, 4.1-4.4	• Recognises and follows explicit and implicit protocols and meets expectations associated with own role
Interact with others	1.2	• Collaborates with others to achieve joint outcomes
Get the work done	1.4, 1.5, 2.1-2.4, 3.1-3.3, 4.1-4.4	• Applies formal processes when planning more complex/unfamiliar tasks, producing plans with logically sequenced steps • Uses advanced features within applications to access, store, organise data and perform routine and complex work tasks

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBITU401 Design and develop complex text documents	BSBITU401A Design and develop complex text documents	Updated to meet Standards for Training Packages	Equivalent unit

Links

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

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Assessment Requirements for BSBITU401 Design and develop complex text documents

Modification History

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

Performance Evidence

Evidence of the ability to:

- follow organisational and safe work practices including:
  - ergonomic requirements
  - energy and resource conservation techniques
- adhere to organisational requirements for:
  - producing documents within designated timelines
  - naming and storing documents
- adhere to task requirements when producing complex documents including:
  - using appropriate styles and layout consistently throughout the document
  - using correct formatting and document structure
- resolve issues by referring to user documentation and online help
- use appropriate data storage options
- apply knowledge of complex operation and functions of industry software applications
- communicate with relevant personal.

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

Knowledge Evidence

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

- outline various formatting styles and their effect on formatting, readability and appearance of documents
- explain organisational requirements for ergonomics, work periods and breaks, and conservation techniques
- describe purpose and contents of an organisational style guide.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – IT use field of work and include access to:

- organisational policies and procedures
- relevant workplace documentation and resources
- industry software packages and user instructions.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

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

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BSBITU402 Develop and use complex spreadsheets

Modification History

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

Application

This unit describes the skills and knowledge required to use spreadsheet software to complete business tasks and produce complex documents.

It applies to individuals employed in a range of work environments who require skills in creation of complex spreadsheets to store and retrieve data. They may work as individuals providing administrative support within an enterprise, or may be independently responsible for designing and working with spreadsheets relevant to their own work roles.

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

Unit Sector

Information and Communications Technology – IT Use

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to develop spreadsheet	1.1 Organise personal work environment in accordance with ergonomic requirements 1.2 Analyse task and determine specifications for spreadsheets 1.3 Identify organisational and task requirements of data entry, storage, output, reporting and presentation requirements 1.4 Apply work organisation strategies and energy and resource

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ELEMENT	PERFORMANCE CRITERIA
	conservation techniques to plan work activities
2. Develop a linked spreadsheet solution	2.1 Utilise spreadsheet design software functions and formulae to meet identified requirements 2.2 Link spreadsheets in accordance with software procedures 2.3 Format cells and use data attributes assigned with relative and/or absolute cell references, in accordance with task specifications 2.4 Test formulae to confirm output meets task requirements
3. Automate and standardise spreadsheet operation	3.1 Evaluate tasks to identify those where automation would increase efficiency 3.2 Create, use and edit macros to fulfil requirements of task and automate spreadsheet operation 3.3 Develop, edit and use templates to ensure consistency of design and layout for forms and reports, in accordance with organisational requirements
4. Use spreadsheets	4.1 Enter, check and amend data in accordance with organisational and task requirements 4.2 Import and export data between compatible spreadsheets and adjust host documents, in accordance with software and system procedures 4.3 Use manuals, user documentation and online help to overcome problems with spreadsheet design and production 4.4 Preview, adjust and print spreadsheet in accordance with organisational and task requirements 4.5 Name and store spreadsheet in accordance with organisational requirements and exit application without data loss or damage
5. Represent numerical data in graphic form	5.1 Determine style of graph to meet specified requirements and manipulate spreadsheet data if necessary to suit graph requirements 5.2 Create graphs with labels and titles from numerical data contained in a spreadsheet file 5.3 Save, view and print graph within designated timelines

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Foundation Skills

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

Skill	Performance Criteria	Description
Reading	1.2, 1.3, 2.3, 2.4, 3.1, 3.3, 4.1-4.5, 5.1, 5.2	• Recognises and interprets numerical and textual information within a range of sources to determine and complete work according to requirements • Reviews information to determine accuracy and consistency
Writing	2.1-2.4, 3.2, 3.3, 4.1, 4.2, 4.4, 4.5, 5.2, 5.3	• Uses formal mathematical language to create formulas and enters routine data using a format appropriate to requirements • Develops material using syntactic structure, required format and incorporating technical functions to meet business needs
Oral Communication	1.2	• Uses listening and questioning skills to clarify requirements
Numeracy	2.1-2.4, 3.2, 4.1, 4.2, 5.2	• Represents mathematical information in an alternative form and analyses information to determine required spreadsheet formulae and macros
Navigate the world of work	1.1, 1.3, 1.4, 2.1-2.4, 3.2, 3.3, 4.1, 4.2, 4.4, 4.5, 5.1, 5.3	• Recognises and follows explicit and implicit protocols and meets expectations associated with own role
Get the work done	1.2, 1.4, 2.1-2.4, 3.2, 3.3, 4.1-4.5, 5.1-5.3	• Applies formal processes when planning more complex/unfamiliar tasks, producing plans with logically sequenced steps • Uses formal thinking techniques to generate new ideas • Uses advanced features within applications to access, store, organise data and perform routine and complex work tasks

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBITU402 Develop and use complex	BSBITU402A Develop and use	Updated to meet Standards for	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
spreadsheets	complex spreadsheets	Training Packages	

Links

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

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Assessment Requirements for BSBITU402 Develop and use complex spreadsheets

Modification History

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

Performance Evidence

Evidence of the ability to:

- follow organisational and safe work practices including:
  - ergonomic requirements
  - energy and resource conservation techniques
- adhere to organisational requirements for:
  - ensuring consistency of style, design and layout
  - saving and printing documents within designated timelines
  - naming and storing documents
- adhere to identified or task requirements when producing documents including:
  - editing macros and automating some tasks
  - using appropriate templates
  - creating graphs to represent data
- resolve issues by referring to user documentation and online help
- use appropriate data storage options
- evaluate tasks to improve efficiency
- apply knowledge of functions and features of contemporary computer applications
- communicate with relevant personnel.

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

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain advanced functions of spreadsheet software applications
- describe impact of formatting and design on presentation and readability of data

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- explain organisational requirements for ergonomics, work periods and breaks, and conservation techniques.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – IT use field of work and include access to:

- organisational policies and procedures
- relevant workplace documentation and resources
- industry software packages and user instructions.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLDR403 Lead team effectiveness

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit defines skills, knowledge and outcomes required to plan and supervise the performance of the team and develop team cohesion.

It applies team leaders, supervisors and new emerging managers who have an important leadership role in the development of efficient and effective work teams.

Leaders at this level also provide leadership for the team and bridge the gap between the management of the organisation and the team members. As such they must 'manage up' as well as manage their team/s.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership - Leadership

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan to achieve team outcomes	1.1 Lead the team to identify, establish and document team purpose, roles, responsibilities, goals, plans and objectives in consultation with team members 1.2 Engage team members to incorporate innovation and

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ELEMENT	PERFORMANCE CRITERIA
	productivity measures in work plans 1.3 Lead and support team members in meeting expected outcomes
2. Lead team to develop cohesion	2.1 Provide opportunities for input of team members into planning, decision making and operational aspects of work team 2.2 Encourage and support team members to take responsibility for own work and to assist each other in undertaking required roles and responsibilities 2.3 Provide feedback to team members to encourage, value and reward individual and team efforts and contributions 2.4 Recognise and address issues, concerns and problems identified by team members or refer to relevant persons as required 2.5 Model expected behaviours and approaches
3. Participate in and facilitate work team	3.1 Actively encourage team members to participate in and take responsibility for team activities and communication processes 3.2 Give the team support to identify and resolve problems which impede its performance 3.3 Ensure own contribution to work team serves as a role model for others and enhances the organisation's image within the work team, the organisation and with clients/customers
4. Liaise with management	4.1 Maintain open communication with line manager/management at all times 4.2 Communicate information from line manager/management to the team 4.3 Communicate unresolved issues, concerns and problems raised by the team/team members to line manager/management and ensure follow-up action is taken 4.4 Communicate unresolved issues, concerns and problems related to the team/team members raised by line managers/management to the team and ensure follow-up to action is taken

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance	Description

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	Criteria	
Writing	1.1, 4.2	• Prepares workplace plans that communicate intent and elicits feedback clearly and effectively
Oral communication	1.1, 1.3, 2.2, 2.3, 3.1, 3.2, 4.2-4.4	• Engages in discussions or provides information using structure and language appropriate to the audience and situation
Interact with others	1.1-1.3, 2.1-2.5, 3.1, 3.3, 4.1	• Selects and uses appropriate conventions and protocols when communicating with team members • Adapts personal communication style to model required behaviours, build trust and positive working relationships and to show respect for the opinions and values of others • Plays a lead role in situations requiring effective collaboration, demonstrating conflict resolution skills and ability to engage and motivate others
Get the work done	1.1-1.3, 3.2	• Develops, implements and monitors plans and processes to ensure team engagement and effectiveness • Uses formal analytical thinking techniques to identify issues and generate possible solutions, seeking input from others as required

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBLDR403 Lead team effectiveness	BSBWOR402A Promote team effectiveness	Updated to meet Standards for Training Packages Title change Minor edits to clarify intent of performance criteria	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLDR403 Lead team effectiveness

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- apply knowledge of organisational goals, objectives and plans
- develop a team work plan including documentation of how it was generated and how it will be monitored
- identify and incorporate innovation and productivity measures into a team work plan
- communicate with team members and management to identify and establish the team purpose, roles, responsibilities, goals plans and objectives and resolve problems
- use techniques to consult, encourage, support and provide feedback to team members
- model team leadership behaviours and approaches
- liaise with management to develop the teamwork plan, resolve issues and ensure follow-up action is taken.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must explain principles and techniques associated with:

- delegation and work allocation
- goal setting
- group dynamics and processes
- individual behaviour and difference
- leadership styles
- motivation
- negotiation
- problem solving
- planning

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- workplace innovation
- workplace productivity.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- information about the organisation, including organisational structure, goals, objectives and plans
- case studies, and where possible, real situations
- workplace equipment and resources
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLDR803 Develop and cultivate collaborative partnerships and relationships

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to establish collaborative partnerships and relationships with business and industry stakeholders.

This unit covers communicating to influence others, cultivating new and existing partnerships, establishing positive collaborative relationships, leading the establishment of a partnership program and establishing reporting mechanisms.

It applies to people who use cognitive and creative skills to review, critically analyse, consolidate and synthesise knowledge, in order to generate ideas and provide solutions to complex problems. They use communication skills to demonstrate their understanding of theoretical concepts and to transfer knowledge and ideas to others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership - Leadership

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA

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ELEMENT	**PERFORMANCE CRITERIA**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Communicate to influence relevant individuals and stakeholders	1.1 Generate trust, confidence and support from relevant stakeholders by demonstrating a high standard of personal performance and conduct 1.2 Implement communication strategies to represent the organisation positively to media, local community and stakeholders 1.3 Make decisions in consultation with relevant stakeholders and relevant individuals where appropriate 1.4 Use a range of influencing strategies to increase commitment from staff and stakeholders to achieve organisational requirements and to contribute to desired culture 1.5 Undertake selected community and/or professional engagements that project a positive image of the organisation to the broader community and stakeholders
2. Cultivate new and existing partnerships with stakeholders	2.1 Establish outcomes to be achieved from the partnership 2.2 Analyse and apply models for effective consultation and collaboration within partnerships 2.3 Cultivate collaborative communities and partnerships through application of a range of communication solutions 2.4 Forge relationships, collaborative communities or partnerships between organisations
3. Establish positive collaborative relationships	3.1 Establish processes that contribute to the creation and maintenance of a positive culture that embraces collaboration 3.2 Establish processes to resolve conflict in a fair, equitable and collaborative manner 3.3 Organise and allocate work activities in a cost effective and equitable manner with clear, quantifiable and agreed performance standards 3.4 Encourage staff to undertake activities that develop their personal competence and performance 3.5 Empower individuals to develop their own ways of working within agreed boundaries of competence, cultural, diversity and organisational and legal requirements 3.6 Establish indicators and feedback processes that can be used to evaluate the health of the work environment
4. Lead establishment of a	4.1 Identify and address relevant organisational policies and

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ELEMENT	PERFORMANCE CRITERIA
partnership program	procedures in partnership plans 4.2 Identify and incorporate relevant legal requirements into planning 4.3 Form partnerships using collaborative and consultative processes involving public and/or private sector enterprises 4.4 Plan and allocate resource requirements to accomplish a partnership program 4.5 Establish relevant organisational policies and procedures relating to partnerships
5. Establish reporting mechanisms for partnership program	5.1 Establish reporting systems for reporting results against planned partnership outcomes 5.2 Implement reporting systems to map progress against partnership outcomes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	2.2	• Sources, evaluates and critiques ideas and information from a range of complex texts
Writing	2.1, 3.1, 3.2, 3.6, 4.4, 4.5, 5.1	• Develops texts dealing with complex concepts using specialised and detailed language to convey strategy context and intent and requirements in accordance organisational requirements
Oral Communication	2.3, 3.4, 4.3	• Leads discussions using language and non-verbal features to suit the audience • Uses active listening and questioning to seek the views and opinions of others
Numeracy	3.3	• Selects and uses familiar mathematical techniques to determine costs and benefits associated with strategic resource decisions
Navigate the world of work	3.5, 4.1, 4.2	• Takes a lead role in the development of organisational goals, roles and responsibilities • Leads adherence to organisational policies, procedures and legal requirements and considers own role in terms

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		of its contribution to broader goals of the organisation
Interact with others	1.1, 1.4, 2.3, 2.4, 3.2, 3.4, 4.3	• Plays a lead role in building effective collaboration and trust, demonstrating high level conflict resolution skills and ability to engage and motivate others • Identifies and uses a variety of appropriate conventions and protocols when communicating with colleagues and external stakeholders
Get the work done	1.2, 1.3, 1.5, 2.1, 3.1, 3.3, 3.6, 4.4, 5.2	• Develops flexible plans for complex, high impact activities with strategic implications that involve a diverse range of stakeholders with potentially competing demands • Monitors agreed outcomes and required indicators

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBLDR803 Develop and cultivate collaborative partnerships and relationships	BSBREL701A Develop and cultivate collaborative partnerships and relationships	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLDR803 Develop and cultivate collaborative partnerships and relationships

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- demonstrate and model skills and knowledge to foster partnerships, conduct stakeholder consultation and use strategic and personally enhancing communication skills
- develop collaborative approaches to enhance individual, team and organisational outcomes
- initiate and implement partnerships in line with relevant regulatory, employment and organisational requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the legislative and regulatory context of the organisation
- outline the organisation's mission, purpose, values, objectives and strategies
- explain techniques that cultivate collaborative relationships and partnerships
- describe data collection methods
- explain the external context including social, political, economic and technological developments
- explain emotional intelligence and its relationship to individual and team effectiveness
- explain organisational transformation and the management of the stages of change.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant legislation, regulations, standards and codes
- workplace documents including business strategic plans, policies and procedures
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLED401 Develop teams and individuals

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to determine individual and team development needs and to facilitate the development of the workgroup.

It applies to individuals with a broad knowledge of learning and development who apply their skills in addressing development needs to meet team objectives. They may have responsibility to provide guidance or to delegate aspects of tasks to others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Workforce Development – Learning and Development

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine development needs	1.1 Systematically identify and implement learning and development needs in line with organisational requirements 1.2 Ensure that a learning plan to meet individual and group training and development needs is collaboratively developed, agreed to and implemented 1.3 Encourage individuals to self-evaluate performance and identify areas for improvement 1.4 Collect feedback on performance of team members from relevant

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ELEMENT	PERFORMANCE CRITERIA
	sources and compare with established team learning needs
2. Develop individuals and teams	2.1 Identify learning and development program goals and objectives, ensuring a match to the specific knowledge and skill requirements of competency standards relevant to the industry 2.2 Ensure that learning delivery methods are appropriate to the learning goals, the learning style of participants, and availability of equipment and resources 2.3 Provide workplace learning opportunities, and coaching and mentoring assistance to facilitate individual and team achievement of competencies 2.4 Create development opportunities that incorporate a range of activities and support materials appropriate to the achievement of identified competencies 2.5 Identify and approve resources and time lines required for learning activities in accordance with organisational requirements
3. Monitor and evaluate workplace learning	3.1 Use feedback from individuals or teams to identify and implement improvements in future learning arrangements 3.2 Assess and record outcomes and performance of individuals/teams to determine the effectiveness of development programs and the extent of additional development support 3.3 Negotiate modifications to learning plans to improve the efficiency and effectiveness of learning 3.4 Document and maintain records and reports of competency according to organisational requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	1.1-1.4, 2.1-2.4, 3.1, 3.3	• Uses structured approaches to set goals, monitor progress and adjust learning approaches for self and others • Builds on knowledge and experience to facilitate interaction and learning with others

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Reading	1.1, 1.2, 1.4, 2.1, 2.2, 2.4, 2.5, 3.1-3.4	• Analyses textual information from a range of sources to identify organisational requirements • Analyses information from a range of sources to evaluate performance
Writing	1.1, 1.2, 1.4, 2.1, 2.5, 3.1-3.4	• Develops materials to suit the requirements of different roles and individuals in the organisation • Maintains records using correct technical and organisational vocabulary
Oral Communication	1.2, 1.3, 1.4, 2.3, 3.1, 3.3	• Uses vocabulary appropriate to context and to establish a supportive and learning environment • Uses listening and questioning techniques to confirm or show understanding of different perspectives
Navigate the world of work	1.1, 2.5, 3.4	• Recognises and responds to explicit and implicit organisational procedures and protocols Understands how own role meshes with others and contributes to broader goals
Interact with others	1.2, 1.3, 1.4, 2.2, 2.3, 3.1, 3.3	• Selects and uses appropriate conventions and protocols when communicating with co-workers in a range of work contexts • Recognises the importance of building rapport to establish effective working relationships • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction • Negotiates with others to achieve joint/agreeable outcomes playing an active role in facilitating consensus in potentially contentious situations
Get the work done	1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.4	• Uses logical planning processes to organise, implement and monitor learning and development needs • Systematically gathers and analyses all relevant information and evaluates options to make informed decisions • Evaluates outcomes of decisions to identify opportunities for improvement

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBLED401	BSBLED401A	Updated to meet	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
Develop teams and individuals	Develop teams and individuals	Standards for Training Packages	

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLED401 Develop teams and individuals

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- systematically identify and implement learning opportunities for others
- collect feedback on team and individual performance
- give and receive feedback from team members to encourage participation in and effectiveness of the team
- collaboratively develop learning plans to match skill needs of individuals and groups
- provide mentoring and coaching assistance to teams and individuals
- monitor and review workplace learning.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe facilitation techniques to encourage team development and improvement
- outline organisational policies, plans and procedures for developing teams
- identify career paths and competency standards relevant to the industry.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce learning and development field of work and include access to:

- office equipment and resources
- learning and development plans, policies and procedures
- case studies and, where available, real situations

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- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLED501 Develop a workplace learning environment

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to encourage and support the development of a learning environment in which work and learning come together. Particular emphasis is on the development of strategies to facilitate and promote learning and to monitor and improve learning performance.

It applies to individuals who have a prominent role in encouraging, supporting and facilitating the development of a learning environment in which work and learning come together.

At this level work will normally be carried out within complex and diverse methods and procedures, which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Workforce Development – Learning and Development

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Create learning opportunities	1.1 Identify potential formal and informal learning opportunities 1.2 Identify learning needs of individuals in relation to the needs of

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ELEMENT	PERFORMANCE CRITERIA
	the team and/or enterprise and available learning opportunities 1.3 Develop and implement learning plans as an integral part of individual and team performance plans 1.4 Develop strategies to ensure that learning plans reflect the diversity of needs 1.5 Ensure organisational procedures maximise individual and team access to, and participation in, learning opportunities 1.6 Ensure effective liaison occurs with training and development specialists and contributes to learning opportunities which enhance individual, team and organisational performance
2. Facilitate and promote learning	2.1 Develop strategies to ensure that workplace learning opportunities are used and that team members are encouraged to share their skills and knowledge to encourage a learning culture within the team 2.2 Implement organisational procedures to ensure workplace learning opportunities contribute to the development of appropriate workplace knowledge, skills and attitudes 2.3 Implement policies and procedures to encourage team members to assess their own competencies and to identify their own learning and development needs 2.4 Share the benefits of learning with others in the team and organisation 2.5 Recognise workplace achievement by timely and appropriate recognition, feedback and rewards
3. Monitor and improve learning effectiveness	3.1 Use strategies to ensure that team and individual learning performance is monitored to determine the type and extent of any additional work-based support required and any Work Health and Safety (WHS) issues 3.2 Use feedback from individuals and teams to identify and introduce improvements in future learning arrangements 3.3 Make adjustments, negotiated with training and development specialists, for improvements to the efficiency and effectiveness of learning 3.4 Use processes to ensure that records and reports of competency are documented and maintained within the organisation’s systems and procedures to inform future planning

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	1.1, 1.2, 1.3, 1.4, 2.1, 2.4, 3.1, 3.2	• Develops strategies to develop learning plans of self and others to meet a diversity of needs within organisational constraints • Transfers skills and knowledge to a variety of learning development contexts
Reading	1.1-1.5, 2.1, 2.2, 2.5, 3.1-3.4	• Interprets textual information obtained from a range of sources and determines how content may be applied to individuals and to organisational requirements
Writing	1.3, 1.4, 2.1, 2.2, 2.3, 2.5, 3.3, 3.4	• Uses information from a range of sources to develop and document plans, strategies and feedback in accordance with organisational requirements • Maintains records using correct technical and organisational vocabulary
Oral Communication	1.6, 2.4, 2.5, 3.2, 3.3	• Present information and opinions using language and features appropriate to the audience and context • Uses questioning and listening techniques to identify learning needs and obtain feedback
Navigate the world of work	1.5, 2.2, 2.3, 3.1, 3.4	• Recognises and responds to both explicit and implicit organisational procedures and protocols and legislative/regulatory requirements • Understands how own role meshes with others and contributes to broader goals
Interact with others	1.6, 2.1, 2.3 -2.5, 3.2, 3.3	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role on occasion • Recognises the importance of building rapport to establish effective working relationships • Applies a range of communication strategies to encourage others to share their knowledge and skills and reflect on the effectiveness of the interaction
Get the work done	1.1, 1.2, 1.3, 1.4, 2.1, 2.5, 3.1, 3.4	• Uses logical processes to plan, implement and monitor learning in the workplace • Systematically gathers and analyses relevant

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		information and evaluates options to make informed decisions • Evaluates outcomes of decisions to identify opportunities for improvement • Uses digital tools to organise, store, integrate and share relevant information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBLED501 Develop a workplace learning environment	BSBLED501A Develop a workplace learning environment	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLED501 Develop a workplace learning environment

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0

Performance Evidence

Evidence of the ability to:

- collaboratively review performance development needs of individuals and teams
- plan professional development for individuals and teams that enhances organisational performance
- develop and implement learning plans
- liaise with training and development specialists
- recognise workplace achievement by giving feedback, recognition and rewards
- monitor and improve workplace learning
- record and report workplace learning outcomes.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how management of relationships can achieve a learning environment
- identify principles and techniques involved in the management and organisation of:
  - adult learning
  - coaching and mentoring
  - consultation and communication
  - improvement strategies
  - leadership
  - learning environment and learning culture
  - monitoring and reviewing workplace learning
  - problem identification and resolution
  - record keeping and management methods

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- structured learning
- work-based learning.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce learning and development field of work and include access to:

- workplace policies and procedures
- workplace equipment and resources
- case studies and, where available, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLED503 Maintain and enhance professional practice

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required by individuals to manage their own professional development and ongoing performance.

This unit addresses the process required to maintain a high level of professional performance in a particular field. It includes modelling high standards of performance according to professional standards and procedures, and the processes and outcomes involved in determining professional development needs and participating in associated activities.

It applies to individuals who are required to maintain and manage their professional development at a high standard. Its application in the workplace will be determined by the job role of the individual and the legislation, rules, regulations and codes of practice relevant to different jurisdictions.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Workforce Development – Learning and Development

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Model high standards of performance	1.1 Ensure personal performance is consistent with the organisation's goals and objectives

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ELEMENT	PERFORMANCE CRITERIA
	1.2 Ensure work goals and plans reflect individual responsibilities in accordance with organisational and legal requirements
2. Determine personal development needs	2.1 Assess personal skills and knowledge against relevant benchmarks to determine development needs and priorities 2.2 Identify changes in professional practices and codes of conduct 2.3 Use feedback from colleagues and clients to identify personal learning needs and areas of professional development 2.4 Identify future career options 2.5 Update and document personal learning needs 2.6 Discuss personal development needs with relevant personnel for inclusion in professional development plan
3. Participate in professional development activities	3.1 Select development opportunities suitable to personal learning styles to support continuous learning and maintain currency of professional practice 3.2 Participate in professional networks to support continuous learning and to maintain professional practice 3.3 Use technology to maintain regular communication with relevant networks, organisations and individuals
4. Reflect on and evaluate professional practice	4.1 Research developments and trends impacting professional practice and integrate into work performance 4.2 Use feedback from colleagues, supervisors, staff and clients to identify and introduce improvements in work performance 4.3 Identify innovative and responsive approaches for improving professional practice using continuous improvement techniques and processes 4.4 Track progress through a personal portfolio or other mechanism 4.5 Manage records, reports and recommendations for improvement

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance	Description

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	Criteria	
Learning	2.1, 2.3, 2.5, 2.6, 3.1, 3.2, 4.1, 4.2	• Identifies and implements strategies to build on knowledge and skills
Reading	1.2, 2.1-2.5, 3.1-3.3, 4.1-4.5	• Interprets textual information obtained from a range of sources and determines how content may be applied to individual and organisational requirements
Writing	1.1, 1.2, 2.1-2.5, 3.1-3.3, 4.1-4.5	• Researches and integrates information from a number of sources and develops content that supports the purposes and format of the material, using clear and logical language and structures
Oral Communication	2.3, 2.6, 3.2, 4.2	• Uses listening and questioning skills to gather information • Derives meaning from language used in a range of oral contexts
Navigate the world of work	1.1, 1.2, 2.2, 2.4	• Recognises, responds and adheres to organisational procedures and protocols and legislative requirements • Understands how own role meshes with others and contributes to broader goals • Reviews current situation and future career and work options
Interact with others	2.3, 2.6, 3.2, 4.2	• Uses collaborative processes to gather required feedback • Recognises the importance of networking to establish effective working relationships
Get the work done	1.2, 3.1, 3.3, 4.2, 4.3, 4.4, 4.5	• Plans, implements and managers relatively complex, tasks with an awareness of how they may contribute to longer-term operational and strategic goals • Analyses information, including feedback from others, to make decisions about how performance could be improved • Actively looks for innovative ways to introduce improvements • Uses digital technologies to communicate information and ideas to an expanding range of audiences

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBLED503 Maintain	BSBLED503A	Updated to meet	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
and enhance professional practice	Maintain and enhance professional practice	Standards for Training Packages	

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLED503 Maintain and enhance professional practice

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- adhere to organisation's framework when setting personal goals and plans
- determine personal learning needs incorporating feedback obtained from colleagues and clients
- document personal learning needs in a professional development plan
- use networking and professional development activities to maintain own professional practice
- identify and implement improvements to own professional practice and keep records of progress.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe organisational goals and objectives and how they impact personal work goals and objectives
- list a range of continuous improvement techniques and processes, and their application
- identify networks relevant to professional practice
- describe the types and availability of professional development activities and opportunities
- outline relevant legislation, codes of practice and standards that apply to professional practice.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce learning and development field of work and include access to:

- relevant legislation, regulations and codes of practice
- workplace documentation detailing organisational goals, objectives, policies and procedures
- business technology
- case studies and, where available, real situations
- interaction with others
- contemporary information on professional development and career planning relevant to occupation.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLEG308 Assist in prioritising and planning activities in a legal practice

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to assist others within a legal practice to organise a legal schedule.

It applies to individuals who work under supervision to arrange appointments and other activities based on court dates and required legislative timeframes. In this role, individuals apply a broad range of administrative competencies in a legal office work environment, using some discretion and judgement. They provide support to legal practitioners and may provide technical advice and support to a team.

This unit underpins all units of competency in the Legal Services stream.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Administration – Legal Services Administration

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Record file-related critical dates and times	1.1 Identify file-related deadlines 1.2 Record file-related deadlines according to a firm’s policies and

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ELEMENT	PERFORMANCE CRITERIA
	procedures
2. Make and record appointments on behalf of designated person	2.1 Establish and clarify priorities of designated person/s 2.2 Ensure timelines for achievement of priorities are agreed and documented/recorded 2.3 Arrange and/or re-arrange appointments to a time or date which is more convenient for parties involved
3. Assist designated person/s to prepare for critical dates	3.1 Check records daily for upcoming appointments and commitments 3.2 Remind designated person/s of critical file dates 3.3 Prepare and distribute information meeting legislative requirements to designated person/s prior to critical dates 3.4 Monitor timelines regularly in consultation with designated person
4. Follow up outcomes of meetings or other activities	4.1 Plan and organise appropriate follow-up actions and activities in conjunction with designated person and relevant parties 4.2 Update file notes according to a firm's policies and procedures

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 3.1, 3.4, 4.2	• Recognises and interprets textual data to identify and plan job deadlines to adhere to requirements
Writing	1.2, 2.2, 3.2-3.4, 4.1, 4.2	• Uses clear, accurate and relevant language to organise, record and update information and complete workplace documentation
Oral Communication	2.1, 2.2, 3.2, 3.4, 4.1	• Articulates clearly using specific terminology and relevant tone to convey requirements • Uses active listening and questioning techniques to confirm understanding
Numeracy	2.2, 2.3	• Uses basic mathematical formula to calculate and monitor work timeframes
Navigate the	1.2, 3.3, 4.2	• Takes personal responsibility for adherence to legal

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world of work		and regulatory requirements • Recognises and responds to organisational policies and procedures
Interact with others	2.1-2.3, 3.2-3.4, 4.1	• Selects appropriate mode of communication for a specific purpose relevant to own role • Cooperates with others as part of familiar routine activities and contributes to specific activities requiring joint responsibility and accountability
Get the work done	2.3, 3.4, 4.1	• Takes responsibility for planning, sequencing and prioritising tasks and own workload for efficient and effective outcomes • Takes responsibility for outcomes of routine decisions related directly to own role

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBLEG308 Assist in prioritising and planning activities in a legal practice	BSBLEG308A Assist in prioritising and planning activities in a legal practice	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLEG308 Assist in prioritising and planning activities in a legal practice

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- demonstrate an understanding of responsibility involved in making arrangements for others and legal consequences of not meeting critical timelines
- interact courteously and efficiently with other parties when making, confirming and changing appointments
- apply organisational skills and firm's procedures to accurately and legibly diarise all relevant details of appointments and file deadlines and follow up as required
- apply standard procedures to solve problems (such as double-bookings or non-attendances) promptly and satisfactorily
- create and maintain up-to-date, legible, accurate and accessible records of all activities and outcomes according to firm's policies and procedures.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline scope of legal practitioner/support role and own responsibilities and obligations to provide legal advice, complete or sign off on legal work and/or appear in court as described by relevant jurisdiction(s)
- firm's policies and procedures
- discuss firm's administrative systems and files
- adhere to codes of conduct including:
  - privacy and confidentiality
  - use of company property
  - duty of care
  - ethical behaviour

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- non-discriminatory practice
- conflict of interest
- compliance with reasonable direction.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the legal services administration field of work and include access to:

- office equipment and resources
- legislation and regulations relevant to common legal matters
- people with expert knowledge.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLEG418 Produce complex legal documents

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to produce complex legal documents that meet organisational and legislative requirements using advanced features of relevant software packages.

It applies to individuals who use a broad knowledge base and well-developed skills to provide administrative support in a legal environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Administration – Legal Services Administration

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish document design and structure	1.1 Identify requirements of task in line with instructions 1.2 Select software appropriate to task 1.3 Determine document design and structure 1.4 Design and structure document to meet legislative requirements 1.5 Review and update existing precedent documents
2. Develop precedents for	2.1 Develop and use precedents to ensure consistency of design

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ELEMENT	PERFORMANCE CRITERIA
document design	and layout 2.2 Evaluate and amend templates to ensure document requirements can be met 2.3 Recommend improvements to design and/or structure of existing documents and facilitate a review process of suggested improvements
3. Prepare to produce documents	3.1 Prepare documents using appropriate and available precedent documents according to organisation's policies and procedures 3.2 Enter and edit relevant data 3.3 Use a range of advanced software functions to ensure accurate completion of task 3.4 Check documents for spelling, grammar, numeric data and layout 3.5 Proofread documents for accuracy of content and consistency of layout and style 3.6 Make modifications to meet required specifications 3.7 Manage any difficulties to produce completed documents within agreed timelines
4. Prepare to print documents	4.1 Print documents as required 4.2 Arrange review of documents with designated person 4.3 Undertake final printing of documents
5. Save file and exit system	5.1 Save and store document in appropriate folder 5.2 Close file and exit application programs 5.3 Make back-up copies of file according to specified procedures 5.4 File and store data according to organisation's policies and procedures

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

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Reading	1.1, 1.3, 1.5, 2.1, 2.2, 3.3-3.5, 3.7, 5.3, 5.4	• Investigates and interprets a variety of texts to determine and adhere to requirements • Applies accurate and systematic reviewing techniques to scrutinise precedent documents, templates and new documentation
Writing	2.2, 2.3, 3.1, 3.2, 3.6, 3.7	• Develops and amends documents to accurately display relevant information using a design and structure appropriate to task and audience
Oral Communication	1.1, 1.3, 2.3, 4.2	• Uses active questioning and listening techniques, when interacting with colleagues and ascertaining task requirements • Uses appropriate language and features to effectively convey opinions and recommendations
Navigate the world of work	1.4, 3.1, 5.3, 5.4	• Monitors adherence to organisational policies and procedures and legislative requirements
Interact with others	2.3	• Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability
Get the work done	1.1, 1.2, 1.3, 2.1-2.3, 3.2, 3.3, 3.7, 4.1-4.3, 5.1-5.4	• Uses planning and organisational skills to perform tasks within designated timelines • Makes a range of decisions in relatively complex situations, taking a range of factors into account • Uses analytical thinking techniques to identify issues and generate possible solutions, seeking input from others as require • Uses formal and informal processes to monitor implementation of solutions and reflect on outcomes • Uses digital applications to access, extract, organise, integrate and share relevant information • Considers purpose, needs and limitations when selecting devices, applications and features for different tasks

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBLEG418 Produce complex legal documents	BSBLEG418A Produce complex legal documents	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLEG418 Produce complex legal documents

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- demonstrate that confidentiality and security of information are maintained
- design and produce accurate documents that conform to specified standards within agreed timelines
- use advanced functions of at least one software package, or integrate functions of at least two software packages, in document production.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain the organisation's policies and procedures in relation to precedent design
- outline relevant legislation, rules, regulations, and codes of practice
- explain the process for developing and testing templates.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the legal services administration field of work and include access to:

- office equipment and resources
- relevant industry software packages
- organisational policies and procedures
- relevant legislation and regulations
- appropriate sources of information.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMED305 Apply the principles of confidentiality, privacy and security within the medical environment

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to apply principles and procedures relating to confidentiality, privacy and security to own work within the medical environment.

It applies to individuals required to maintain confidentiality, privacy and security under legislation, and workplace policies and procedures in a medical environment. It covers working within accepted codes of conduct and following confidentiality, privacy and security provisions.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Administration – Medical Services Administration

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Work within accepted codes of conduct	1.1 Ensure work is reviewed and approved by a health practitioner or senior administrator who has delegated tasks 1.2 Keep records up-to-date and complete tasks as required, neatly, accurately and in a timely manner 1.3 Seek clarification with relevant personnel of unclear or ambiguous procedures

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Treat patients, colleagues and health practitioners with respect 1.5 Refer health related matters raised by patients back to medical practitioners 1.6 Act with honesty and integrity at all times 1.7 Communicate conflict of interest or potential conflict of interest promptly to manager or supervisor
2. Follow confidentiality and privacy procedures	2.1 Assess information and requests for information with regard to what is and what is not disclosable 2.2 Use discretion and judgement in all communications 2.3 Discuss patient-related matters within the confines of the facility and with appropriate personnel only 2.4 Seek advice and clarification with relevant personnel where potential confidentiality issues arise in dealings with patients, their families and others
3. Follow security procedures	3.1 Store and appropriately secure patient records and other confidential documentation 3.2 Clearly label and store securely according to organisational policies and procedures, all documents required by legislation to be stored for certain periods 3.3 Ensure drugs, equipment and other materials potentially posing a work health and safety (WHS) threat to others are stored securely at all times

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 2.1, 3.1, 3.2	• Recognises familiar text types within job specifications and regulatory requirements and uses different strategies to identify relevant information
Writing	1.2, 3.2	• Produces records and labels according to workplace requirements
Oral	1.1, 1.3, 1.4, 1.5,	• Uses appropriate language and non-verbal features to provide information

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Communication	1.7, 2.4	• Obtains information from others by active listening and questioning
Navigate the work of work	1.6, 2.1, 2.2, 3.1, 3.2, 3.3	• Operates according to ethical guidelines and legislative requirements • Follows organisational procedures and protocols
Interact with others	1.1, 1.3, 1.4, 1.5, 1.7, 2.2, 2.3, 2.4	• Collaborates with others to achieve outcomes, playing an active role in facilitating respectful interactions
Get the work done	1.1, 1.2, 1.7, 2.1, 3.1, 3.2	• Plans and sequences workload to ensure tasks are completed accurately and in a timely manner • Takes responsibility for the outcomes of routine decisions related directly to own role • Recognises and takes responsibility for addressing predictable problems in familiar work contexts • Understands the importance of secure information and privacy in relation to own work

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMED305 Apply the principles of confidentiality, privacy and security within the medical environment	BSBMED305B Apply the principles of confidentiality, privacy and security within the medical environment	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMED305 Apply the principles of confidentiality, privacy and security within the medical environment

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- communicate with others according to accepted codes of conduct
- assess whether information is disclosable
- identify and communicate a conflict of interest
- store records and confidential documentation according to organisational requirements
- identify and store drugs, equipment and materials requiring secure storage appropriately.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain enterprise policies and procedures for confidentiality, privacy and security
- identify relevant legislation relevant to confidentiality, privacy, security, record storage and work health and safety practices.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the medical services administration field of work and include access to:

- office equipment and resources
- case studies or actual experiences related to confidentiality, privacy and security issues.

Assessors must satisfy NVR/AQTF assessor requirements.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMGT401 Show leadership in the workplace

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to lead teams and individuals by modelling high standards of conduct to reflect the organisation's standards and values.

It applies to individuals who are making the transition from being a team member to taking responsibility for the work and performance of others and providing the first level of leadership within the organisation. These managers have a strong influence on the work culture, values and ethics of the teams they supervise.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Model high standards of management performance and behaviour	1.1 Ensure management performance and behaviour meets the organisation’s requirements 1.2 Ensure management performance and behaviour serves as a positive role model for others 1.3 Develop and implement performance plans in accordance with organisation’s goals and objectives 1.4 Establish and use key performance indicators to meet

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ELEMENT	PERFORMANCE CRITERIA
	organisation's goals and objectives
2. Enhance organisation's image	2.1 Use organisation's standards and values in conducting business 2.2 Question, through established communication channels, standards and values considered to be damaging to the organisation 2.3 Ensure personal performance contributes to developing an organisation which has integrity and credibility
3. Make informed decisions	3.1 Gather and organise information relevant to the issue/s under consideration 3.2 Facilitate individual's and team's active participation in decision-making processes 3.3 Examine options and assess associated risks to determine preferred course/s of action 3.4 Ensure decisions are timely and communicate them clearly to individuals and teams 3.5 Prepare plans to implement decisions and ensure they are agreed by relevant individuals and teams 3.6 Use feedback processes effectively to monitor the implementation and impact of decisions

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.3, 1.4, 2.1, 3.1, 3.3, 3.5, 3.6	• Gathers, interprets and analyses text relating to organisational goals, standards and values to aid planning and decision making
Writing	1.3, 1.4, 3.1, 3.3, 3.5, 3.6	• Records and reports key information related to the organisational goals, standards and objectives • Researches, plans and prepares documentation for relevant stakeholders
Oral Communication	1.2, 1.3, 2.2, 2.3, 3.2, 3.4, 3.5, 3.6	• Uses appropriate structure and language when developing performance plans, or when seeking and providing information about organisational goals and

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		objectives
Numeracy	1.4	• Identifies and comprehends mathematical information in familiar texts to establish key performance indicators
Navigate the world of work	1.1, 1.2, 1.3, 1.4, 2.1, 2.3	• Understands how own role meshes with others and contributes to broader work goals • Monitors adherence to organisational policies and procedures and considers own role in terms of its contribution to broader goals of the work environment
Interact with others	1.2, 1.3, 2.2, 2.3, 3.2, 3.4, 3.5, 3.6	• Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective outcomes • Recognises the importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate with whom, why and how
Get the work done	1.1, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	• Develops plans to manage relatively complex, non-routine tasks with an awareness of how they contribute to longer term operational and strategic goals • Uses systematic, analytical processes in complex, non-routine situations, setting goals, gathering relevant information and identifying and evaluating options against agreed criteria • Evaluates effectiveness of decisions in terms of how well they meet stated goals

Range of Conditions

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Organisation's standards and values must be identified by considering:	• explicitly stated values • values that are implied by the way the organisation conducts its business.

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**

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Code and title current version	Code and title previous version	Comments	Equivalence status
BSBMGT401 Show leadership in the workplace	BSBMGT401A Show leadership in the workplace	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMGT401 Show leadership in the workplace

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify the organisation's standards and values, whether stated or implied by the way the organisation conducts its business
- evaluate own behaviour and performance against these and adjust to achieve required standards
- develop and implement performance plans and key performance indicators (KPIs) to meet organisation's goals and objectives
- use established communication channels to raise questions about standards and values that may be damaging to the organisation
- ensure own behaviour and performance contributes to the integrity and credibility of the organisation
- facilitate processes to make decisions that are based on:
  - relevant information
  - examination of options and associated risks
  - input from relevant people
- communicate about making and implementing decisions including:
  - facilitating agreement on the preferred course of action and implementation plans
  - monitoring and feedback on the implementation and impact of decisions.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how to identify an organisation's standards and values when they are:
  - stated

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  - implied
- articulate organisational values and expectations of behaviour
- explain basic theory of group behaviour
- outline the organisation's process for raising questions about standards and values
- give examples of behaviours and performance that would typically be considered damaging to an organisation
- explain concepts including:
  - organisational values
  - role modelling
  - integrity and credibility
  - leadership.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMGT402 Implement operational plan

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to implement the operational plan by monitoring and adjusting operational performance, planning and acquiring resources and providing reports on performance as required.

It applies to individuals who plan activities to achieve the measurable, stated objectives of the team and the organisation. At this level work will normally be carried out within routine and non-routine methods and procedures which require planning, evaluation, leadership and guidance of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Implement operational plan	1.1 Collate, analyse and organise details of resource requirements in consultation with relevant personnel, colleagues and specialist resource managers 1.2 Implement operational plans to contribute to the achievement of organisation's performance/business plan 1.3 Identify and use key performance indicators (KPIs) to monitor

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ELEMENT	PERFORMANCE CRITERIA
	operational performance 1.4 Manage contingencies by adjusting the implementation of the operational plan in consultation with others 1.5 Provide assistance in the development and presentation of proposals for resource requirements in line with operational planning processes
2. Implement resource acquisition	2.1 Recruit and induct employees within organisation's policies, practices and procedures 2.2 Implement plans for acquisition of physical resources and services within organisation's policies, practices and procedures and in consultation with relevant personnel
3. Monitor operational performance	3.1 Monitor performance systems and processes to assess progress in achieving profit/productivity plans and targets 3.2 Analyse and use budget and actual financial information to monitor profit/productivity performance 3.3 Identify unsatisfactory performance and take prompt action to rectify the situation according to organisational policies 3.4 Provide mentoring, coaching and supervision to support individuals and teams to use resources effectively, economically and safely 3.5 Present recommendations for variation to operational plans to the designated persons/groups and gain approval 3.6 Implement systems, procedures and records associated with performance in accordance with organisation's requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.4	• Actively reinforces learning by applying new knowledge and skills in mentoring, coaching and supervising others
Reading	1.1-1.5, 2.1, 2.2, 3.1, 3.2, 3.6	• Identifies, interprets, analyses and reviews textual information related to the operational plan and

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		monitoring of operational performance
Writing	1.1-1.5, 2.1, 2.2, 3.2-3.6	• Communicates relationships between ideas and information, matching style of writing to purpose and audience • Researches, plans and prepares workplace documentation for relevant stakeholders using organisational formats
Oral Communication	1.1, 1.4, 1.5, 2.1, 2.2, 3.3, 3.4, 3.5	• Participates in a variety of spoken exchanges with a range of audiences varying structure and language to suit the audience
Numeracy	1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 3.1, 3.2, 3.3	• Selects and uses familiar mathematical techniques to organise timely supply of adequate resources for the operational plan and to use budgetary information to monitor performance
Navigate the world of work	1.5, 2.1, 2.2, 3.3, 3.4, 3.6	• Monitors adherence to organisational policies and procedures and considers own role in terms of its contribution to broader goals of the work environment
Interact with others	1.1, 1.4, 1.5, 2.1, 2.2, 3.3, 3.4, 3.5	• Selects and uses appropriate conventions and protocols when communicating with diverse individuals to build rapport, seek or present information • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group communication, influencing direction and taking a leadership role on occasion
Get the work done	1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 3.1, 3.2, 3.3, 3.6	• Takes responsibility for planning, organising, implementing and monitoring tasks required to achieve required outcomes • Uses systematic, analytical processes in complex, non-routine situations, setting goals, gathering relevant information and identifying and evaluating options against agreed criteria • Evaluates effectiveness of decisions in terms of how well they met stated goals • Recognises and addresses an increasing range of familiar problems by implementing contingency plans

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMGT402 Implement	BSBMGT402A Implement	Updated to meet Standards for	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
operational plan	operational plan	Training Packages. Edits to clarify intent of Performance Criteria.	

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMGT402 Implement operational plan

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- interact with a range of people/groups to identify resource requirements, performance objectives, systems, procedures and records relating to the operational plan
- vary the operational plan and gain approval to deal with contingencies
- monitor operational performance against the performance objectives and budgets and take action to rectify unsatisfactory performance
- plan and acquire physical and human resources using organisation's systems and procedures
- manage and support personnel to achieve performance objectives. including inducting new employees and providing mentoring and coaching
- present information and recommendations to support implementation and variation of the operational plan
- document and provide reports on performance as required by the organisation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe performance monitoring systems and processes
- describe methods for problem solving
- explain how organisational policies and procedures relate to the operational plan.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- organisational operational plans, policies and procedures
- workplace documentation and resources including budgets, physical and human resource procurement documentation, employee induction and performance monitoring procedures
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMGT403 Implement continuous improvement

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to implement the organisation's continuous improvement systems and processes. It covers using systems and strategies to actively encourage the team to participate in the process, monitoring and reviewing performance, and identifying opportunities for further improvements.

It applies to managers who have an active role in implementing the continuous improvement process to achieve the organisation's objectives. Their position is closely associated with the creation and delivery of products and services which means that they have an important role in influencing the ongoing development of the organisation.

At this level, work will normally be carried out within routine and non-routine methods and procedures, which require planning, evaluation, leadership and guidance of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Implement continuous improvement systems and	1.1 Implement systems to ensure that individuals and teams are actively encouraged and supported to participate in decision

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ELEMENT	PERFORMANCE CRITERIA
processes	making processes, assume responsibility and exercise initiative 1.2 Communicate the organisation's continuous improvement processes to individuals and teams, and obtain feedback 1.3 Ensure effective mentoring and coaching allows individuals and teams to implement the organisation's continuous improvement processes
2. Monitor and review performance	2.1 Use the organisation's systems and technology to monitor and review progress and to identify ways in which planning and operations could be improved 2.2 Improve customer service through continuous improvement techniques and processes 2.3 Formulate and communicate recommendations for adjustments to those who have a role in their development and implementation
3. Provide opportunities for further improvement	3.1 Implement processes to ensure that team members are informed of savings and productivity/service improvements in achieving the business plan 3.2 Document work performance to aid the identification of further opportunities for improvement 3.3 Manage records, reports and recommendations for improvement within the organisation's systems and processes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 3.2, 3.3	• Evaluates and integrates facts and ideas to construct meaning from a range of text types in an effort to implement continuous improvement systems and processes
Writing	1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3	• Selects vocabulary, grammatical structures and conventions appropriate to text • Researches, plans and prepares continuous improvement documentation for relevant stakeholders
Oral	1.2, 1.3, 2.3	• Participates in a variety of spoken exchanges with a range of audiences using structure and language to suit

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Communication		the audience
Navigate the world of work	2.1	• Monitors adherence to organisational policies and procedures and considers own role in terms of its contribution to broader goals of the work environment
Interact the work of others	1.2, 1.3, 2.3, 3.1	• Selects and uses appropriate conventions and protocols when communicating with diverse individuals to seek or share information • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group communication, influencing direction and taking a leadership role on occasion
Get the work done	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3	• Takes responsibility for planning and organising own workload to achieve required outcomes • Uses systematic, analytical processes in complex, non-routine situations, setting goals, gathering relevant information and identifying and evaluating options against agreed criteria • Evaluates effectiveness of decisions in terms of how well they meet stated goals • Uses digital applications to access and filter data, extract, organise, integrate and share relevant information • Recognises the potential of new approaches to enhance work practices and outcomes

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMGT403 Implement continuous improvement	BSBMGT403A Implement continuous improvement	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMGT403 Implement continuous improvement

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- implement continuous improvement systems and provide mentoring and coaching support to enable individuals and teams to participate in decisions, take responsibility, show initiative and implement improvement processes
- implement processes to inform team members about savings and productivity/service improvements achievements
- communicate effectively to support the continuous improvement system and implementation of improvements
- apply continuous improvement to customer services including internal and external customers
- implement, monitor and adjust improvement plans, processes and procedures to improve performance
- document performance to identify further opportunities for improvement
- manage records and reports within the organisation's systems and procedures.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- give examples of continuous improvement processes
- list typical areas of need for coaching and mentoring to support continuous improvement
- explain how change management techniques can support continuous improvement and initiative
- identify the organisation's systems and data that can be used for benchmarking and monitoring performance for continuous improvement.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMGT502 Manage people performance

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to manage the performance of staff who report to them directly. Development of key result areas and key performance indicators and standards, coupled with regular and timely coaching and feedback, provide the basis for performance management.

It applies to individuals who manage people. It covers work allocation and the methods to review performance, reward excellence and provide feedback where there is a need for improvement.

The unit makes the link between performance management and performance development, and reinforces both functions as a key requirement for effective managers.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Allocate work	1.1 Consult relevant groups and individuals on work to be allocated and resources available

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ELEMENT	PERFORMANCE CRITERIA
	1.2 Develop work plans in accordance with operational plans 1.3 Allocate work in a way that is efficient, cost effective and outcome focussed 1.4 Confirm performance standards, Code of Conduct and work outputs with relevant teams and individuals 1.5 Develop and agree performance indicators with relevant staff prior to commencement of work 1.6 Conduct risk analysis in accordance with the organisational risk management plan and legal requirements
2. Assess performance	2.1 Design performance management and review processes to ensure consistency with organisational objectives and policies 2.2 Train participants in the performance management and review process 2.3 Conduct performance management in accordance with organisational protocols and time lines 2.4 Monitor and evaluate performance on a continuous basis
3. Provide feedback	3.1 Provide informal feedback to staff on a regular basis 3.2 Advise relevant people where there is poor performance and take necessary actions 3.3 Provide on-the-job coaching when necessary to improve performance and to confirm excellence in performance 3.4 Document performance in accordance with the organisational performance management system 3.5 Conduct formal structured feedback sessions as necessary and in accordance with organisational policy
4. Manage follow up	4.1 Write and agree on performance improvement and development plans in accordance with organisational policies 4.2 Seek assistance from human resources specialists, where appropriate 4.3 Reinforce excellence in performance through recognition and continuous feedback 4.4 Monitor and coach individuals with poor performance 4.5 Provide support services where necessary 4.6 Counsel individuals who continue to perform below expectations and implement the disciplinary process if necessary 4.7 Terminate staff in accordance with legal and organisational

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ELEMENT	PERFORMANCE CRITERIA
	requirements where serious misconduct occurs or ongoing poor-performance continues

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	2.2, 3.3, 4.4	• Consolidates and improves own knowledge and skills by coaching, mentoring or training others
Reading	1.2, 1.6, 2.4	• Gathers, interprets and analyses texts in organisational documents to facilitate performance management
Writing	1.2, 1.4, 1.5, 1.6, 2.1, 2.3, 2.4, 3.4, 3.5, 4.1, 4.7	• Plans and prepares documents for allocating work and managing performance suitable for the target audience and in accordance with organisational requirements
Oral Communication	1.1, 1.4, 1.5, 2.2, 2.3, 3.1, 3.2, 3.3, 3.5, 4.2-4.7	• Uses language and structure appropriate to context and audience to explain expected standards of performance, provide feedback and coach staff
Numeracy	1.3, 1.4, 1.5, 1.6, 2.1, 2.4, 3.4, 4.1	• Extracts and evaluates mathematical information embedded in a range of tasks and text relating to performance standards and risk analysis
Navigate the world of work	1.2, 1.6, 2.1, 2.3, 3.4, 3.5, 4.1, 4.7	• Appreciates the implications of legal and regulatory responsibilities related to own work and the organisation as a whole • Monitors adherence to organisational policies and procedures
Interact with others	1.1, 1.3, 1.4, 1.5, 2.2, 3.1, 3.2, 3.3, 4.2-4.6	• Recognises and applies the protocols governing what to communicate to whom and how in a range of work contexts • Collaborates with others to achieve joint outcomes, influencing direction and taking a leadership role on occasion
Get the work done	1.2, 1.3, 1.5, 1.6, 2.1, 2.4, 4.1, 4.2	• Sequences and schedules complex activities, monitors implementation and manages relevant communication • Seeks advice, feedback and support as required to assist in the decision-making process • Uses experiences to reflect on the ways in which

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		variables impact on performance

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMGT502 Manage people performance	BSBMGT502B Manage people performance	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMGT502 Manage people performance

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- consult with relevant stakeholders to identify work requirements, performance standards and agreed performance indicators
- develop work plans and allocate work to achieve outcomes efficiently and within organisational and legal requirements
- monitor, evaluate and provide feedback on performance and provide coaching or training, as needed
- reinforce excellence in performance through recognition and continuous feedback
- seek assistance from human resources specialists where appropriate
- keep records and documentation in accordance with the organisational performance management system.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline relevant legislative and regulatory requirements
- outline relevant awards and certified agreements
- explain performance measurement systems utilised within the organisation
- explain unlawful dismissal rules and due process
- describe staff development options and information.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant legislation
- workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMGT516 Facilitate continuous improvement

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to lead and manage continuous improvement systems and processes. Particular emphasis is on the development of systems and the analysis of information to monitor and adjust performance strategies, and to manage opportunities for further improvements.

It applies to individuals who take an active role in managing a continuous improvement process in order to achieve an organisation's objectives.

At this level, work will normally be carried out using complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem-solving and decision-making strategies.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and leadership – Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Lead continuous improvement systems and processes	1.1 Develop strategies to ensure that team members are actively encouraged and supported to participate in decision-making processes, assume responsibility and exercise initiative as

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ELEMENT	PERFORMANCE CRITERIA
	appropriate 1.2 Establish systems to ensure that the organisation's continuous improvement processes are communicated to stakeholders 1.3 Ensure that change and improvement processes meet sustainability requirements 1.4 Develop effective mentoring and coaching processes to ensure that individuals and teams are able to implement and support the organisation's continuous improvement processes 1.5 Ensure that insights and experiences from business activities are captured and accessible through knowledge management systems
2. Monitor and adjust performance strategies	2.1 Develop strategies to ensure that systems and processes are used to monitor operational progress and to identify ways in which planning and operations could be improved 2.2 Adjust and communicate strategies to stakeholders according to organisational procedures
3. Manage opportunities for further improvement	3.1 Establish processes to ensure that team members are informed of outcomes of continuous improvement efforts 3.2 Ensure processes include recording of work team performance to assist in identifying further opportunities for improvement 3.3 Consider areas identified for further improvement when undertaking future planning

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.3	• Identifies and extracts relevant information from a range of complex texts • Locates, interprets and analyses workplace documentation to gather information relating to continuous improvement
Writing	1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 3.1-3.3	• Develops complex texts related to continuous improvement processes according to organisational requirements

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		• Ensures the vocabulary, grammatical structures and conventions are appropriate for the context and target audience
Oral Communication	1.1, 1.2, 1.4, 2.2	• Presents information to a range of audiences using appropriate structure and language • Listens and comprehends information from a variety of spoken exchanges with clients, co-workers and other stakeholders • Confirms understanding through questioning and active listening
Navigate the world of work	1.1-1.3, 2.1, 2.2	• Develops strategies to enable compliance with legislative requirements and achievement of the organisation's goals • Monitors adherence to organisational policies, procedures and protocols and considers own role in terms of its contribution to broader goals of the work environment
Interact with others	1.1, 1.2, 1.4, 2.2	• Identifies and uses appropriate conventions and protocols when communicating with colleagues and external stakeholders • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction and influencing direction
Get the work done	1.1, 1.2, 1.4, 1.5, 2.1, 3.1, 3.2, 3.3	• Takes responsibility for developing, implementing and monitoring systems and processes to achieve organisational outcomes • Uses analytical and lateral thinking to review current practices and develop ideas for improvement • Reflects on the ways in which digital systems and tools are used, or could be used, to achieve work goals

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMGT516 Facilitate continuous improvement	BSBMGT516C Facilitate continuous improvement	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMGT516 Facilitate continuous improvement

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to establish systems and processes for continuous improvement that:

- facilitate effective contributions to and communications about continuous improvement processes and outcomes
- address sustainability requirements
- incorporate mentoring, coaching and other support to enable people to participate effectively in continuous improvement processes
- capture insights, experiences and ideas for improvements and incorporate them into the organisation's knowledge management systems and future planning.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how systems and procedures can support effective continuous improvement
- explain how continuous improvement systems and processes relate to other business systems and requirements including, knowledge management, quality, performance management and sustainability.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

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BSBMGT517 Manage operational plan

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to develop and monitor implementation of the operational plan to provide efficient and effective workplace practices within the organisation's productivity and profitability plans.

Management at a strategic level requires systems and procedures to be developed and implemented to facilitate the organisation's operational plan.

This unit applies to individuals who manage the work of others and operate within the parameters of a broader strategic and/or business plan.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop operational plan	1.1 Research, analyse and document resource requirements and develop an operational plan in consultation with relevant personnel, colleagues and specialist resource managers 1.2 Develop and/or implement consultation processes as an

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ELEMENT	PERFORMANCE CRITERIA
	integral part of the operational planning process 1.3 Ensure the operational plan includes key performance indicators to measure organisational performance 1.4 Develop and implement contingency plans for the operational plan 1.5 Ensure the development and presentation of proposals for resource requirements is supported by a variety of information sources and seek specialist advice as required 1.6 Obtain approval for the plan from relevant parties and explain the plan to relevant work teams
2. Plan and manage resource acquisition	2.1 Develop and implement strategies to ensure that employees are recruited and/or inducted within the organisation's human resources management policies, practices and procedures 2.2 Develop and implement strategies to ensure that physical resources and services are acquired in accordance with the organisation's policies, practices and procedures 2.3 Recognise and incorporate requirements for intellectual property rights and responsibilities in recruitment and acquisition of resources and services
3. Monitor and review operational performance	3.1 Develop, monitor and review performance systems and processes to assess progress in achieving profit and productivity plans and targets 3.2 Analyse and interpret budget and actual financial information to monitor and review profit and productivity performance 3.3 Identify areas of under-performance, recommend solutions and take prompt action to rectify the situation 3.4 Plan and implement systems to ensure that mentoring and coaching are provided to support individuals and teams to effectively, economically and safely use resources 3.5 Negotiate recommendations for variations to operational plans and gain approval from designated persons/groups 3.6 Develop and implement systems to ensure that procedures and records associated with documenting performance are managed in accordance with organisational requirements

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.5, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.6	• Identifies and extracts relevant information from a range of complex texts • Gathers, interprets and analyses workplace documentation to determine requirements for the operational plan
Writing	1.1-1.5, 2.1, 2.2, 3.1-3.6	• Develops and documents a range of detailed texts relating to the management of an operational plan according to organisational requirements • Ensures the vocabulary, grammatical structures and conventions are appropriate for the context and target audience
Oral Communication	1.1, 1.2, 1.5, 1.6, 3.4, 3.5	• Presents information to a range of audiences using appropriate register, vocabulary and paralinguistic features • Listens and comprehends information from a variety of spoken exchanges with clients, co-workers and other stakeholders • Confirms understanding through questioning and active listening
Numeracy	1.1, 1.3, 1.4, 3.1-3.4	• Selects and uses mathematical problem-solving strategies to organise resource requirements, performance benchmarks and financial viability of the operational plan
Navigate the world of work	2.1, 2.2, 3.4, 3.6	• Monitors adherence to organisational policies, procedures and considers own role in terms of its contribution to broader goals of the work environment • Appreciates the implications of legal responsibilities with specific reference to health and safety
Interact with others	1.1, 1.2, 1.5, 1.6, 3.5	• Identifies and uses appropriate conventions and protocols when communicating with colleagues and external stakeholders • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role on occasion
Get the work done	1.1-1.5, 2.1, 2.2, 3.1, 3.3, 3.4, 3.6	• Takes responsibility for developing and implementing systems and processes to achieve organisational objectives, seeking advice, feedback and support as

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		required to assist in the development and planning phase • Sequences and schedules complex activities, monitors implementation, and manages relevant communication • Uses systematic analytical processes to aid decision making, identify potential problems and generate contingency plans or solutions

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMGT517 Manage operational plan	BSBMGT515A Manage operational plan	Updated to meet Standards for Training Packages. Edits to clarify intent of Performance Criteria. Additional performance criterion and evidence for intellectual property.	No equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMGT517 Manage operational plan

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop and implement an operational plan using a variety of information sources and consultation (including using specialist advice if required) which includes:
  - resource requirements
  - key performance indicators
  - monitoring processes
  - contingency plans
- communicate effectively with relevant stakeholders to explain the plan and supporting information, seek approvals, negotiate variations and engage work teams
- develop and implement strategies to achieve the operational plan within the organisation's policies, practices and procedures including:
  - recruiting, inducting and developing personnel
  - acquiring physical resources and services
  - protecting intellectual property
  - making variations to the plan
  - monitoring and documenting performance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe models and methods for operational plans
- explain the role of an operational plan in achieving the organisation's objectives
- explain budgeting processes

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- list alternative approaches to developing key performance indicators to meet business objectives
- outline the legislative and regulatory context relevant to the operational plan of the organisation
- outline the organisation's policies, practices and procedures that directly relate to the operational plan.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant legislation and regulations
- workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMGT608 Manage innovation and continuous improvement

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to sustain and develop an environment in which continuous improvement, innovation and learning are promoted and rewarded.

It applies to people with managerial responsibilities who aim to build a better and more effective work environment. Continuous improvement and innovation have links with the model of the learning organisation and people working at this level play an important role in building the culture, values and attitudes of the organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Review programs, systems and processes	1.1 Establish strategies to monitor and evaluate performance and sustainability of key systems and processes 1.2 Undertake detailed analyses of supply chains, and operational, product and service delivery systems 1.3 Identify performance measures, and assessment tools and techniques, and evaluate their effectiveness 1.4 Analyse performance reports and variance from plans for key

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ELEMENT	PERFORMANCE CRITERIA
	result areas of the organisation 1.5 Identify and analyse changing trends and opportunities relevant to the organisation 1.6 Seek advice from specialists, where appropriate, to identify technology and electronic commerce opportunities
2. Develop options for continuous improvement	2.1 Brief groups on performance improvement strategies and innovation as an essential element of competition 2.2 Foster creative climate and organisational learning by promoting interaction within and between work groups 2.3 Encourage, test and recognise new ideas and entrepreneurial behaviour where successful 2.4 Accept failure of an idea during trialling and recognise, celebrate and embed success into systems 2.5 Undertake risk management and cost-benefit analysis for each option or idea approved for trial 2.6 Approve innovations through agreed organisational processes
3. Implement innovative processes	3.1 Promote continuous improvement and sustainability as essential to doing business 3.2 Address the impact of change and consequences for people and implement transition plans 3.3 Ensure objectives, timeframes, measures and communication plans are in place to manage implementation 3.4 Implement contingency plans in the event of non-performance 3.5 Follow up failure by prompt investigation and analysis of causes and manage emerging challenges and opportunities effectively 3.6 Ensure that learnings from activities are captured and managed to inform future work 3.7 Regularly evaluate continuous improvement systems and processes 3.8 Communicate costs and benefits of innovations and improvements to relevant groups and individuals

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.6	• Plans and implements strategies to review and improve own performance
Reading	1.1-1.5, 2.5, 2.6, 3.2-3.5, 3.7	• Analyses, evaluates and integrates facts and ideas to construct meaning from a range of text types
Writing	1.1-1.5, 2.1, 2.5, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8	• Integrates information and ideas from a range of sources, utilising appropriate support materials • Communicates complex relationships between ideas and information, matching style of writing to purpose and audience
Oral Communication	1.6, 2.1-2.4, 3.1, 3.5, 3.8	• Participates in a variety of spoken exchanges with co-workers and stakeholders when developing options and implementing the continuous improvement plan
Numeracy	1.1-1.5, 2.5, 3.3	• Selects and interprets mathematical information to analyse performance • Performs calculations required to establish timeframes, cost-benefits and measures for continuous improvement and innovation processes
Navigate the world of work	2.6	• Adheres to organisational policies and procedures and considers own role in terms of its contribution to broader goals of the work environment
Interact with others	1.6, 2.1-2.4, 3.1, 3.5, 3.8	• Recognises the importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate, with whom, why and how • Recognises the importance of building rapport to establish positive and effective working relationships • Collaborates with others to achieve joint outcomes, playing an active role in encouraging innovation and facilitating effective group interaction
Get the work done	1.1, 1.2, 1.3, 1.5, 1.6, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7	• Plans, organises, implements or reviews organisational strategies, systems and processes • Applies problem-solving processes to identify risks, evaluate options and determine solutions • Uses lateral and analytical thinking to evaluate options against needs, resources and constraints before making decisions • Facilitates a climate in which creativity and innovation

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		are accepted as an integral part of achieving outcomes • Recognises that the current way is only one way of doing something and explores possibilities that challenge current approaches • Actively identifies systems, devices and applications with potential to meet current and or future needs, with the help of specialists

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMGT608 Manage innovation and continuous improvement	BSBMGT608C Manage innovation and continuous improvement	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMGT608 Manage innovation and continuous improvement

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- analyse and evaluate systems and performance in key areas of the organisation and identify opportunities for improvement, seeking advice from experts as appropriate
- promote the value of creativity, innovation and sustainability and recognise successes
- support the testing and trialling of new ideas and undertake risk management and cost-benefit analysis for options
- plan for and implement improvements using organisation's processes for approvals, project management and change management
- facilitate effective contributions to and communications about continuous improvement and innovation
- capture insights, experiences and ideas for improvements and incorporate them into the organisation's knowledge management systems and future planning.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline cost-benefit analysis methods
- describe creativity and innovation theories and concepts
- list organisational learning principles
- identify quality management and continuous improvement theories
- describe relevant risk management concepts
- outline relevant sustainability practices.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBPMG409 Apply project scope management techniques

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to contribute to the control of a project's scope by assisting with identifying its objectives, deliverables, constraints, assumptions and outcomes; and by applying controls once the project has commenced.

It applies to individuals who are project practitioners working in a project support role.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Project Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Contribute to defining project scope	1.1 Review project initiation documentation and assist in identifying project objectives and requirements 1.2 Contribute to identifying project deliverables 1.3 Contribute to identifying measurable outcomes to enable evaluation of project performance 1.4 Contribute to developing and documenting the scope management plan 1.5 Assist in obtaining agreement to scope from relevant project

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ELEMENT	PERFORMANCE CRITERIA
	authority
2. Apply project scope controls	2.1 Undertake work according to agreed project scope management plan and by using established change control procedures and performance measurement procedures 2.2 Communicate instances of non-compliance with overall scope to the project manager and other team members
3. Contribute to review of scope controls	3.1 Measure progress to determine potential, perceived and actual scope changes 3.2 Appropriately report scope changes 3.3 Assist in review of project outcomes to determine effectiveness of initial and subsequent scope management approaches

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1	• Interprets and analyses complex texts
Writing	1.4, 1.5, 3.2	• Develops and amends plans and associated documentation using appropriate organisational formats and vocabulary
Oral Communication	1.2-1.5, 2.2	• Interacts effectively in verbal exchanges, using clear language to convey information, and active listening and questioning to clarify understanding
Numeracy	1.3, 3.1	• Selects and applies a range of mathematical and problem-solving strategies to develop timelines and monitor progress
Interact with others	1.2-1.5, 2.2	• Uses appropriate communication practices in a range of work contexts • Collaborates and cooperates with others to achieve shared goals
Get the work done	2.1, 3.1, 3.2, 3.3	• Plans and organises tasks required to monitor and report on project implementation • Analyses outcomes to identify future

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		improvements

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBPMG409 Apply project scope management techniques	BSBPMG409A Apply project scope-management	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBPMG409 Apply project scope management techniques

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- contribute to delineating and controlling project scope
- record project scope management plan
- interpret and follow project initiation documentation for purposes of documenting project scope.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- list components of a project scope management plan
- identify and describe factors likely to impact project scope
- outline formal change-control processes
- identify and discuss methods for measuring work outcomes and progress against plans
- identify and discuss methods for segmenting and documenting a work breakdown structure
- explain procedures for reporting a change in scope
- describe types of project initiation documentation.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to:

- project documentation which includes information about project scope
- case studies and, where possible, real situations.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBPMG413 Apply project human resources management approaches

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to assist with aspects of human resources management of a project. It involves establishing human resource requirements, identifying the learning and development needs of people working on the project, facilitating these needs being met, and resolving conflict in the team.

It applies to individuals who are project practitioners working in a project support role.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Project Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Assist in determining human resource requirements	1.1 Analyse work breakdown structure to determine human resource requirements 1.2 Prepare a skills analysis of project personnel against project task requirements 1.3 Assist in assigning responsibilities for achieving project deliverables

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ELEMENT	PERFORMANCE CRITERIA
2. Contribute to establishing and maintaining productive team relationships	2.1 Actively seek views and opinions of team members during task planning and implementation 2.2 Promote cooperation and effective activities, goals and relationships within team 2.3 Communicate with others using styles and methods appropriate to organisational standards, group expectations and desired outcomes 2.4 Communicate information and ideas to others in a logical, concise and understandable manner 2.5 Regularly seek feedback on nature and quality of work relationships, and use feedback as basis for own improvement and development
3. Assist with human resource monitoring	3.1 Monitor work of project personnel against assigned roles and responsibilities within delegated authority levels 3.2 Monitor and control actual effort against project plan 3.3 Review skill levels against allocated tasks and recommend solutions, where required, to others 3.4 Advise others within delegated authority when assigned responsibilities are not met by project personnel 3.5 Undertake work in a multi-disciplinary environment according to established human resource management practices, plans, guidelines and procedures 3.6 Resolve conflict within delegated authority according to agreed dispute-resolution processes 3.7 Assist in offering human resource development opportunities to individuals with skill gaps
4. Contribute to evaluating human resource practices	4.1 Contribute to assessing effectiveness of project human resources management 4.2 Document lessons learned to support continuous improvement processes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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Skill	Performance Criteria	Description
Learning	2.5	• Actively seeks feedback from others as a strategy to improve own skills or knowledge
Reading	1.1-1.3, 3.2, 3.3, 3.5	• Identifies and interprets information from organisational documentation
Writing	1.2, 2.3, 2.4, 3.4, 4.1, 4.2	• Develops a range of documents using structure and vocabulary appropriate to audience, context and purpose
Oral Communication	2.1-2.5, 3.3, 3.4, 3.6, 3.7	• Participates in a range of verbal exchanges using clear language and appropriate non-verbal features to provide and seek information • Uses active listening and questioning techniques to elicit views and opinions of others
Navigate the world of work	1.3, 3.4	• Understands responsibilities associated with own role
Interact with others	2.1-2.5, 3.3, 3.4, 3.6, 3.7	• Uses accepted communication practices and protocols when sharing or providing information • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction • Uses a range of strategies to facilitate solutions to conflicts
Get the work done	1.3, 3.1-3.3, 3.5, 3.6, 4.1	• Plans and implements required tasks, monitors actions against requirements, and adjusts plans and resources to cope with contingencies • Reflects on outcomes to identify opportunities for future improvement

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBPMG413 Apply project human resources management approaches	BSBPMG413A Apply project human resources management approaches	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBPMG413 Apply project human resources management approaches

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- produce work breakdown structures in human resource project planning
- construct effective methods for monitoring roles, responsibilities and performance in projects
- demonstrate methods for providing feedback on performance and improving performance of project team members.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify alternative project personnel engagement options
- explain job design principles and work breakdown structures
- describe learning and development approaches that can be incorporated into project life cycle
- list methods for skills analysis
- identify and describe project roles, responsibilities and reporting requirements for human resources.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBPMG414 Apply project information management and communications techniques

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to provide a critical link between people, ideas and information at all stages in the project life cycle. It involves assisting the project team to plan communications, communicating information related to the project, and reviewing communications.

It applies to individuals who are project practitioners working in a project support role.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Project Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Contribute to communications planning	1.1 Identify, source and contribute relevant information requirements to initial project documentation 1.2 Contribute to developing and implementing the project communications plan and communications networks
2. Conduct information-management	2.1 Act on and process project information according to agreed procedures as directed, to aid decision-making processes

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ELEMENT	PERFORMANCE CRITERIA
activities	throughout project life cycle 2.2 Maintain information to ensure data is secure and auditable
3. Communicate project information	3.1 Communicate with clients and other stakeholders during project using agreed networks, processes and procedures to ensure flow of necessary information 3.2 Ensure reports are prepared and released according to authorisation, or produced for release by others 3.3 Seek information and advice from appropriate project authorities as required
4. Contribute to assessing effectiveness of communication	4.1 Assist in ongoing review of project outcomes to determine effectiveness of communications-management activities 4.2 Report communications-management issues and responses to higher project authorities for application of lessons learned to future projects

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1	• Interprets textual information from a range of sources and determines how content may be applied
Writing	1.2, 2.2, 3.1, 3.2, 4.2	• Develops plans and reports using structure and vocabulary appropriate to audience, context and purpose • Maintains records according to organisational requirements
Oral Communication	1.2, 3.1, 3.3, 4.2	• Participates in a verbal exchanges using clear language and appropriate non-verbal features to provide and seek information • Uses active listening and questioning techniques to elicit views and opinions of others
Interact with others	1.2, 3.1, 3.3, 4.2	• Recognises importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate, with whom, why and how

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		• Collaborates and cooperates with others to achieve shared goals
Get the work done	1.1, 2.1, 2.2, 3.1, 3.2, 4.1	• Sequences and schedules required tasks, monitors implementation and manages relevant communication • Reflects on outcomes to identify opportunities for future improvements • Manages information storage, retrieval and sharing, according to security requirements

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBPMG414 Apply project information management and communications techniques	BSBPMG414A Apply project information management and communications techniques	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBPMG414 Apply project information management and communications techniques

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- lead an effective team in planning and implementing all necessary communications for a workplace project
- evaluate and review project communication outcomes and make recommendations for future improvements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- summarise models and methods of communications management in context of project life cycle and other project management functions
- explain importance of managing risk by treating information securely
- outline methods of reviewing outcomes
- identify organisational policies and procedures relevant to this role in a specific context.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to:

- examples of project management documentation for communications-management purposes
- documentation about project team involvement in communications activities
- case studies and, where possible, real situations
- interaction with others.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBPMG416 Apply project procurement procedures

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to assist with procurement for a project. It involves identifying procurement requirements, assisting with supplier selection, conducting procurement activities, and assisting with procurement finalisation activities for the project.

It applies to individuals who are project practitioners working in a project support role. The individual may be operating in a large or small organisation, and applying skills in the context of enterprise projects.

The project practitioner may be part of a project team under the direction of a project manager, or may work as part of a smaller scale, self-directed team.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Unit Sector

Management and Leadership – Project Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Assist with procurement planning	1.1 Contribute to establishing procurement requirements to achieve project objectives 1.2 Act under delegated authority to contribute to development of

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ELEMENT	PERFORMANCE CRITERIA
	procurement-management plan 1.3 Contribute to developing procurement documentation
2. Contribute to supplier selection process	2.1 Gather and evaluate information on potential suppliers 2.2 Make recommendations to assist in selection of preferred suppliers 2.3 Contribute to establishing agreed terms and conditions with preferred suppliers 2.4 Identify and act in line with probity and project governance constraints 2.5 Assist in developing contractual documentation
3. Conduct procurement activities	3.1 Test and accept supplies to ensure they are fit for purpose in both quality and suitability 3.2 Undertake procurement activities and maintain information in line with reporting, confidentiality and audit requirements 3.3 Receive, reconcile and register supplies according to established procedures 3.4 Monitor and control suppliers according to contractual supply documentation
4. Assist in finalising procurement activities	4.1 Assist in finalising procurement agreements 4.2 Assist in review of project outcomes using available records to determine effectiveness of procurement activities 4.3 Contribute to identifying lessons learned and possible improvements to procurement management

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 2.1, 2.4, 3.2, 3.3, 3.4, 4.2	• Applies appropriate strategies to construct meaning from a variety of texts
Writing	1.1, 1.3, 2.2, 2.3,	• Develops informative project documents using vocabulary and structure appropriate to audience,

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	2.5, 3.2, 3.3, 4.1, 4.2	context and purpose • Completes project documentation using required formats and structure
Oral Communication	1.1, 1.3, 2.2, 2.3, 2.5	• Participates verbal exchanges using clear language and appropriate non-verbal features to provide and seek information • Uses questioning and listening skills to check and confirm understanding
Numeracy	1.3, 2.5, 3.2, 3.3	• Uses basic mathematical formula to calculate whole numbers and decimals to ensure financial accounts match purchased items
Navigate the world of work	1.2, 2.4, 3.2-3.4	• Understands responsibilities and boundaries associated with own role • Adheres to organisational policies and procedures when planning and undertaking work
Interact with others	1.1, 1.3, 2.2, 2.3, 2.5	• Uses accepted communication practices and protocols to share or provide information • Collaborates with others to achieve project outcomes
Get the work done	1.2, 2.1, 3.1, 3.2, 3.4, 4.2, 4.3	• Plans, organises and implements tasks required to achieve outcomes according to organisational requirements • Reflects on outcomes to gain insights into future improvements

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBPMG416 Apply project procurement procedures	BSBPMG416A Apply project procurement procedures	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBPMG416 Apply project procurement procedures

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- document procurement requirements for a workplace project, including clear descriptions of product and service, quality specifications, resource identification, supply and delivery requirements and supply and engagement metrics
- apply procurement-management procedures to a workplace project, including selection criteria, testing and accepting, monitoring and receiving supplies
- finalise procurement agreements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify and describe procurement-management policy, processes and procedures
- explain the procurement documentation requirements
- describe the components of contractual documentation and the legal obligations of all parties
- explain the process used to select preferred contractors
- identify and describe project procurement-management tools and techniques.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to:

- examples of project procurement documentation
- examples of procurement tasks and activities

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- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBPMG417 Apply project life cycle management processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to assist in implementing project life cycle management processes.

It applies to individuals who are project practitioners working in a project support role.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Project Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Assist in establishing project	1.1 Identify and clarify project initiation documentation where required 1.2 Establish relationship between the project and broader organisational strategies and goals 1.3 Assist in negotiating and documenting project objectives, outcomes and benefits 1.4 Assist in establishing the project governance structure 1.5 Assist in drafting a project charter for approval
2. Support project	2.1 Support breakdown of project objectives into achievable

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ELEMENT	PERFORMANCE CRITERIA
planning and design processes	project deliverables 2.2 Assist in identifying project stages, and key requirements for stage completion 2.3 Identify project milestones and map clearly against time and objectives 2.4 Assist in consolidating associated plans and baselines in project management plan 2.5 Support negotiation with relevant stakeholders and project authority to gain approval of project plan
3. Assist with project control and execution	3.1 Maintain and update records against project deliverables and plans at required intervals 3.2 Prepare status reports on project progress and identified issues 3.3 Assist with undertaking an impact analysis of proposed changes to the project 3.4 Maintain relevant project logs and registers accurately and regularly to assist with project audit 3.5 Update associated plans to reflect project progress against baselines and approved changes
4. Assist with project finalisation	4.1 Assist with project finalisation activities where required 4.2 Prepare project products and associated documentation for handover to client 4.3 Assist in completing financial, legal and contractual obligations where required 4.4 Contribute perspectives on project performance to assist with project review assessments

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1,1.2, 2.3, 2.4, 3.1, 3.2, 3.5, 4.3	• Recognises and interprets textual information from a range of sources and determines how content may be applied to organisational requirements

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Writing	1.1-1.5, 2.3, 2.4, 3.1-3.5, 4.1-4.4	• Uses clear, industry specific terminology, and appropriate structure, to complete and update, workplace documentation • Maintains records using required vocabulary and formats
Oral Communication	1.3-1.5, 2.2, 2.4, 2.5, 3.3, 4.1, 4.4	• Participates in verbal exchanges using clear language and appropriate non-verbal features to provide relevant information • Uses active listening and questioning to elicit views and opinions of others
Numeracy	2.3, 2.4, 4.3	• Interprets mathematical information to finalise financial obligations and measure work outputs against projections
Navigate the world of work	1.2, 2.5, 4.3	• Understands own responsibilities and considers implications of these when negotiating, planning and undertaking work • Adheres to organisational policies and procedures and legislative requirements
Interact with others	1.3-1.5, 2.2, 2.4, 2.5, 3.3, 4.1, 4.3, 4.4	• Recognises importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate, with whom, why and how • Collaborates with others as part of familiar routine activities and contributes to specific activities
Get the work done	1.1, 2.1, 2.2, 2.3, 3.3, 3.4, 3.5, 4.1, 4.4	• Sequences and schedules required tasks, monitors implementation and manages relevant communication • Reflects on outcomes to identify opportunities for improvement

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBPMG417 Apply project life cycle management processes	BSBPMG417A Apply project life cycle management processes	Updated to meet Standards for Training Packages. Minor edits to clarify meaning of Performance Criteria.	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBPMG417 Apply project life cycle management processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- work with others to plan and document a project based on organisational parameters
- complete and update all relevant documentation
- examine impact that project changes could have on final outcomes
- undertake project finalisation activities.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain basic project governance models
- describe project finalisation and evaluation products
- identify and describe project life cycle stages, phases and structures relevant to industry and project
- explain project planning documents and their specific formats relevant to industry and context
- outline key organisational policies and procedures
- describe various types of project initiation documentation
- identify types of project logs and registers in use in this context.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to:

- project documentation, including information about life cycle processes

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- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBPMG418 Apply project stakeholder engagement techniques

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to assist in managing stakeholder relationships during a project. It involves ensuring timely and appropriate involvement of key individuals, organisations and groups throughout the project.

It applies to individuals who are project practitioners working in a project support role.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Project Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Assist in identifying and addressing stakeholder interests	1.1 Assist in identifying stakeholders relevant to project objectives 1.2 Segment stakeholder interests and assist in determining forms of engagement 1.3 Consider interests of stakeholders when advising on project operations 1.4 Support actions to address differing stakeholder interests where required
2. Actively participate in	2.1 Apply interpersonal skills to ensure stakeholder engagement is

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ELEMENT	PERFORMANCE CRITERIA
stakeholder engagement	effective 2.2 Conduct stakeholder engagement in line with agreed and defined project roles 2.3 Establish and clarify stakeholder behaviour expectations where required 2.4 Openly engage with stakeholder performance reviews 2.5 Recognise and address development needs and opportunities to support stakeholder engagement
3. Assist stakeholder communications	3.1 Assist in determining and documenting stakeholder communication needs 3.2 Assist in negotiating agreement on project communication method, and content and timing of stakeholder engagement 3.3 Support communication of information as planned within authority levels, identifying and addressing variances

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2	• Recognises and interprets textual information to determine and adhere to objectives
Writing	1.2, 3.1	• Documents findings on communication needs using required formats and structure
Oral Communication	1.1-1.3, 2.1-2.4, 3.1-3.3	• Participates in verbal exchanges using clear and detailed language to provide relevant information • Uses active listening and questioning techniques to elicit views and opinions of others
Navigate the world of work	2.2, 3.3	• Understands how own role meshes with others and contributes to broader work goals
Interact with others	1.1-1.4, 2.1-2.5, 3.1-3.3	• Recognises importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate, with whom, why and how • Collaborates with others as part of familiar routine

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		activities and contributes to specific activities • Uses interpersonal skills to build rapport, negotiate agreement and maintain positive working relationships
Get the work done	1.1, 1.2, 2.2, 2.5, 3.1, 3.3	• Uses analytical skills to identify stakeholders and determine their needs • Follows pre-determined plans to achieve required outcomes

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBPMG418 Apply project stakeholder engagement techniques	BSBPMG418A Apply project stakeholder engagement techniques	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBPMG418 Apply project stakeholder engagement techniques

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- work with others to establish various stakeholders needs and interests
- engage with project stakeholders using effective interpersonal skills and appropriate methods of communication
- select and use communications methods relevant to the project needs and stakeholder expectations
- complete all relevant documentation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe different types of stakeholders
- explain the different levels of stakeholder engagement on projects
- describe techniques and strategies for stakeholder engagement
- explain why the interests and expectations of stakeholders must be considered
- describe common problems leading to variances in stakeholder engagement.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to:

- project documentation detailing stakeholder engagement
- examples of stakeholder engagement activities.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBPMG511 Manage project scope

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to determine and manage project scope. It involves obtaining project authorisation, developing a scope management plan, and managing the application of project scope controls.

It applies to individuals responsible for managing and leading a project in an organisation, business or as a consultant.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Project Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Conduct project authorisation activities	1.1 Develop and confirm procedures for project authorisation with an appropriate authority 1.2 Obtain authorisation to expend resources 1.3 Confirm project delegations and authorities in project governance arrangements
2. Define project scope	2.1 Identify, negotiate and document project boundaries 2.2 Establish measurable project benefits, outcomes and outputs

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Establish a shared understanding of desired project outcomes with relevant stakeholders 2.4 Document scope management plan
3. Manage project scope control process	3.1 Implement agreed scope management procedures and processes 3.2 Manage impact of scope changes within established time, cost and quality constraints according to change control procedures 3.3 Identify and document scope management issues and recommend improvements for future projects

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.3, 2.1, 3.1, 3.2	• Interprets and analyses information from a range of complex texts
Writing	1.1-1.3, 2.1-2.4, 3.3	• Develops project documentation and procedures using formats and language appropriate to context
Oral Communication	1.1-1.3, 2.1- 2.3, 3.3	• Participates in discussions and negotiations using clear language and appropriate non-verbal features • Uses active listening and questioning to elicit views and opinions of others
Numeracy	2.2, 3.2	• Interprets numerical information to determine project timelines and measure outcomes against project scope
Navigate the world of work	1.3, 3.1, 3.2	• Adheres to organisational policies and procedures and considers own role in terms of its contribution to broader goals of work environment
Interact with others	1.1-1.3, 2.1, 2.3, 3.3	• Identifies and uses appropriate conventions and protocols when communicating with diverse stakeholders • Collaborates with others to achieve joint outcomes, playing an active role in negotiating and facilitating agreement
Get the work done	1.1, 2.1, 2.2, 3.1, 3.2, 3.3	• Sequences and schedules complex activities, monitors implementation and manages relevant communications • Makes a range of critical and non-critical decisions in

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		relatively complex situations, taking a range of factors into account • Uses experience to reflect on ways variables impact outcomes and identify future improvements

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBPMG511 Manage project scope	BSBPMG511A Manage project scope	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBPMG511 Manage project scope

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- complete project authorisation activities
- collaborate with stakeholders to produce a scope-management plan
- implement scope-management plan according to procedures
- review and document scope-management implementation and recommend improvements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify components of a project scope-management plan
- describe factors likely to impact the project scope
- explain formal change-control processes
- describe methods for measuring work outcomes and progress against plans
- describe methods for segmenting and documenting a work breakdown structure
- identify and describe problem areas likely to be encountered in scope management
- explain procedures for reporting scope change
- explain project life cycle and the significance of scope management
- identify project management tools used for managing scope
- outline roles and responsibilities of project manager in relation to project planning
- identify types of project initiation documentation.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to:

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- workplace documentation used to document and manage project scope
- examples of feedback from project stakeholders regarding management of project scope
- case studies and, where possible, real situations
- Interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBPMG512 Manage project time

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to manage time during projects. It involves determining and implementing the project schedule, and assessing time management outcomes.

It applies to individuals responsible for managing and leading a project in an organisation, business, or as a consultant.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Project Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine project schedule	1.1 Develop work breakdown structure with sufficient detail to enable effective planning and control 1.2 Estimate duration and effort, sequence and dependencies of tasks, to achieve project deliverables 1.3 Use project scheduling tools and techniques to identify schedule impact on project time management, resource requirements, costs and risks 1.4 Contribute to achieving an agreed schedule baseline and

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ELEMENT	PERFORMANCE CRITERIA
	communication of the schedule to stakeholders
2. Implement project schedule	2.1 Implement mechanisms to measure, record and report progress of activities according to agreed schedule 2.2 Conduct ongoing analysis to identify baseline variance 2.3 Analyse and forecast impact of changes to the schedule 2.4 Review progress throughout project life cycle and implement agreed schedule changes 2.5 Develop responses to potential or actual schedule changes and implement them to maintain project objectives
3. Assess time management outcomes	3.1 Review schedule performance records to determine effectiveness of time management activities 3.2 Identify and document time management issues and recommend improvements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 2.1-2.4, 3.1	• Identifies, interprets and analyses textual information obtained from a range of sources
Writing	1.1, 2.1, 2.4, 2.5, 3.2	• Drafts and develops documentation required for project scheduling and reporting using appropriate formats and language
Oral Communication	1.4, 2.5	• Participates in a verbal exchanges using clear and detailed language and appropriate non-verbal features to convey expectations and advise others on progress
Numeracy	1.1, 1.2, 1.3, 1.4, 2.1-2.5	• Calculates time requirements for project scheduling • Uses basic mathematical formula to determine costs and other necessary resources
Interact with others	1.4, 2.5	• Actively identifies requirements of important communication exchanges, selecting appropriate channels, format, tone and content to suit purpose and audience
Get the work	1.1-1.4, 2.1-2.5, 3.1,	• Plans and schedules complex activities, monitors

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done	3.2	implementation and manages relevant communication • Monitors actions against goals, adjusting plans and resources where necessary • Uses analytical skills to review and evaluate process and decide on future improvements • Uses digital applications to access, organise, integrate and share relevant information in effective ways

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBPMG512 Manage project time	BSBPMG512A Manage project time	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBPMG512 Manage project time

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop a project schedule using project management tools and techniques
- implement, analyse and monitor a project schedule
- conduct a review of project scheduling and recommend improvements for the future.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain estimation techniques to determine task duration and resource effort
- explain procedures for identifying critical path
- explain procedures for managing project baselines, establishment and variance
- summarise project life cycle phases and describe each phase
- explain best-practice time management methodologies, their capabilities, limitations, applications and outcomes
- summarise key tools for project scheduling
- explain work breakdown structures and application to project schedules.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to workplace documentation, including:

- examples of project schedules, reports and feedback from project stakeholders regarding time management
- case studies and, where possible, real situations
- interaction with others.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

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BSBPMG513 Manage project quality

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.2. Version created to correct missing element
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to manage quality within projects. It involves determining quality requirements, implementing quality control and assurance processes, and using review and evaluation to make quality improvements in current and future projects.

It applies to individuals responsible for managing and leading a project in an organisation, business, or as a consultant.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Project Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine quality requirements	1.1 Determine quality objectives and standards with input from stakeholders

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ELEMENT	PERFORMANCE CRITERIA
	1.2 Document, in a quality management plan, quality metrics for the project and product output 1.3 Select established quality management methods, techniques and tools to resolve quality issues 1.4 Distribute, discuss and support quality requirements with project team and stakeholders 1.5 Include agreed quality requirements in the project management plan, and implement as basis for performance measurement
2. Implement quality processes	2.1 Undertake quality assurance audit of project processes for compliance with agreed plans 2.2 Assess quality control of project and product output according to agreed quality specifications 2.3 Identify causes of variance to quality metrics and undertake remedial action 2.4 Maintain a quality management system to enable accurate and timely recording of quality audit data
3. Implement project quality improvements	3.1 Review processes and implement agreed changes continually throughout the project life cycle to ensure continuous quality improvement 3.2 Review project outcomes against performance requirements to determine the effectiveness of quality-management processes and procedures 3.3 Identify and document lessons learned and recommended improvements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 2.2, 3.1-3.3	• Interprets, analyses and assesses textual information obtained from a range of sources and determines how content may be applied to requirements
Writing	1.2, 1.5, 2.1, 2.4, 3.3	• Develops and documents quality requirements for project plan

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		• Records results of quality audits according to organisational requirements
Oral Communication	1.1, 1.4	• Participates in a verbal exchanges using clear language and appropriate non-verbal features to provide and seek relevant information • Uses active listening and questioning techniques to elicit views and opinions of others
Numeracy	1.1, 1.2, 2.2, 2.3	• Interprets information to determine measurable objectives • Interprets numerical information to measure outcomes against objectives
Navigate the world of work	1.1	• Takes responsibility for identifying and following policies, procedures and standards
Interact with others	1.1, 1.4	• Selects and uses appropriate communication practices in a range of work contexts • Collaborates with others to foster shared understanding of quality requirements
Get the work done	1.3, 1.5, 2.1, 2.2-2.4, 3.1-3.3	• Sequences and schedules complex activities, monitors actions against goals, adjusting plans and resources where necessary • Uses analytical skills to review and evaluate process and decide on future improvements • Uses digital applications to access, organise, integrate and share relevant information in effective ways

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBPMG513 Manage project quality Release 2	BSBPMG513 Manage project quality Release 1	Updated to correct missing element	Equivalent unit

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Links

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Assessment Requirements for BSBPMG513 Manage project quality

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.2. Version created to correct missing elements
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- work with others to decide a project's quality requirements
- document a quality-management plan
- implement quality control and assurance processes for a defined project using a range of tools and methodologies
- review outcomes and recommend process improvements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain quality management theory
- explain relevant standards that apply in the organisation
- describe quality assurance and control techniques, key tools and methodologies
- describe roles and responsibilities of quality management personnel
- explain methods for managing continuous improvement.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to:

- project documentation including quality criteria, evidence of quality monitoring and improvement practices
- case studies or, where possible, real situations
- Interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBPMG515 Manage project human resources

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to manage human resources related to projects. It involves planning for human resources, implementing personnel training and development, and managing the project team.

It applies to individuals responsible for managing and leading a project in an organisation, business, or as a consultant.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Project Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan human resources relevant to projects	1.1 Determine resource requirements for individual tasks to determine required project personnel levels and competencies 1.2 Establish project organisation and structure to align individual and group competencies with project tasks 1.3 Allocate personnel to the project to meet planned work outputs throughout project timeline 1.4 Apply human resources management (HRM) methods, techniques and tools to support engagement and performance of

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ELEMENT	PERFORMANCE CRITERIA
	personnel
2. Implement project personnel training and development	2.1 Negotiate, define and communicate clear project role descriptions 2.2 Identify, plan and implement ongoing development and training of project team members to support personnel and project performance 2.3 Measure individuals' performance against agreed criteria and initiate actions to overcome shortfalls in performance
3. Lead project team	3.1 Implement processes and take action to improve individual performance and overall project effectiveness 3.2 Monitor and report, for remedial action, internal and external influences on individual and project team performance and morale 3.3 Implement procedures for interpersonal communication, counselling, and conflict resolution to maintain a positive work environment 3.4 Identify and manage inter-project and intra-project resource conflict to minimise impact on achievement of project objectives
4. Finalise human resource activities related to projects	4.1 Disband project team according to organisational policies and procedures 4.2 Identify and document human resource issues and recommended improvements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.3, 3.3, 4.1	• Interprets textual information obtained from a range of sources and determines how content may be applied to requirements
Writing	1.1-1.3, 2.1-2.3, 3.1, 3.2, 4.2	• Develops plans, role descriptions and reports using clear, specific and industry-related terminology, appropriate structures and conventions • Documents personnel requirements, results of performance measurements and improvement

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		recommendations
Oral Communication	1.3, 1.4, 2.1, 3.1, 3.3, 3.4	• Participates in verbal exchanges using clear language and appropriate non-verbal features • Uses active listening and questioning to elicit views and opinions of others and confirm understanding
Numeracy	1.1, 2.3, 3.4	• Uses mathematical formulae to calculate resources against project requirements and to measure work output against predetermined criteria
Navigate the world of work	3.3, 4.1	• Understands and adheres to organisational policies and procedures
Interact with others	1.3, 1.4, 2.1, 2.3, 3.1, 3.3, 3.4	• Collaborates with co-workers to negotiate and facilitate shared understanding of individual roles and group objectives • Manages workplace conflict by recognising contributing factors and implementing resolution strategies
Get the work done	1.1-1.4, 2.2, 2.3, 3.1, 3.2, 3.4, 4.2	• Develops plans to identify project responsibilities and needs, and allocate project personnel, with an awareness of how this contributes to overall project goals • Uses analytical skills to review performance and decide on actions needed • Reflects on how variables impact outcomes to gain insights into concepts that may be adapted in future situations

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBPMG515 Manage project human resources	BSBPMG515A Manage project human resources	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBPMG515 Manage project human resources

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- plan and allocate human resources to a project
- identify and organise project personnel training and development
- manage project personnel to achieve project outcomes
- apply human resource management (HRM) methods, techniques and tools to the project.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- summarise human resource management (HRM) methods, techniques and tools
- explain strategies for managing project human resources and their application to different situations
- explain processes used to measure individuals' performance against agreed criteria
- explain techniques for managing and improving performance.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to:

- project documentation
- case studies and, where possible, real situations
- interaction with others.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBPMG517 Manage project risk

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to manage risks that may impact achievement of project objectives. It involves identifying, analysing, treating and monitoring project risks, and assessing risk management outcomes.

It applies to individuals responsible for managing and leading a project in an organisation, business, or as a consultant.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Project Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify project risks	1.1 Determine risk objectives and standards, with input from stakeholders 1.2 Establish project risk context to inform risk management processes 1.3 Identify project risks using valid and reliable risk identification methods 1.4. Classify project risks within agreed risk categories

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ELEMENT	PERFORMANCE CRITERIA
2. Analyse project risks	2.1 Determine risk analysis classification criteria and apply to agreed risk ranking system 2.2 Use risk analysis processes, within delegated authority, to analyse and qualify risks, threats and opportunities 2.3 Determine risk priorities in agreement with project client and other stakeholders 2.4 Document risk analysis outcomes for inclusion in risk register and risk management plan
3. Establish risk treatments and controls	3.1 Identify and document existing risk controls 3.2 Consider and determine risk treatment options using agreed consultative methods 3.3 Record and implement agreed risk treatments 3.4 Update risk plans and allocate risk responsibilities to project team members
4. Monitor and control project risks	4.1 Establish regular risk review processes to maintain currency of risk plans 4.2 Regularly monitor risk environment to identify changed circumstances impacting project risks 4.3 Determine risk responses to changed environment 4.4 Implement agreed risk responses and modify plans to maintain currency of risk treatments and controls
5. Assess risk management outcomes	5.1 Review project outcomes to determine effectiveness of risk-management processes and procedures 5.2 Identify and document risk management issues and recommended improvements for application to future projects

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.4, 2.1, 2.2, 3.1, 3.2, 4.2, 5.1, 5.2	• Interprets and critically analyses complex texts from a range of sources and determines how content may be applied according to organisational requirements

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Writing	1.3, 1.4, 2.1, 2.4, 3.1, 3.3, 3.4, 4.1, 4.3, 4.4, 5.2	• Documents risks, risk analysis and risk controls using required formats and structure • Modifies and updates workplace documentation according to requirements
Oral Communication	1.1, 2.3, 3.4	• Participates in verbal exchanges using clear language to provide and seek information • Uses active listening and questioning techniques to confirm understanding
Numeracy	1.3, 2.1, 2.3	• Analyses numerical data to identify project risk levels and rank risks according to agreed system of classification
Navigate the world of work	1.1, 2.2	• Determines and adheres to organisational policies and standards • Considers own role in terms of its contribution to broader goals of work environment
Interact with others	1.1, 2.3, 3.4	• Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to seek or share information • Actively identifies requirements of important communication exchanges, selecting appropriate channels, format and content to suit purpose and audience
Get the work done	1.1-1.4, 2.1, 3.2, 4.1, 4.4, 5.1	• Identifies and develops approaches to risk management and implements complex tasks to achieve outcomes • Analyses information to make decisions, involving others when appropriate • Uses formal and informal processes to monitor implementation of decisions and reflect on outcomes

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBPMG517 Manage project risk	BSBPMG517A Manage project risk	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBPMG517 Manage project risk

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- conduct effective risk management for a project of sufficient complexity to demonstrate the full range of performance requirements
- apply risk management techniques, strategies and tools.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify project risks in a range of risk categories
- explain key components of a risk management plan
- outline industry sector risk classifications and relate these to different risk contexts
- summarise organisational and industry standard risk frameworks
- identify and describe characteristics, techniques and appropriate applications of quantitative and qualitative risk management techniques and approaches.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to:

- workplace risk management documentation
- feedback from project stakeholders about how risks were managed.

Assessors must satisfy NVR/AQTF assessor requirements.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBPMG519 Manage project stakeholder engagement

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to manage stakeholder relationships.

It applies to individuals responsible for managing and leading a project in an organisation, business, or as a consultant.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Project Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify and address stakeholder interests	1.1 Identify stakeholders relevant to project objectives 1.2 Segment stakeholder interests and determine forms of engagement 1.3 Consider interests of stakeholders when considering and advising on project management issues 1.4 Identify and implement actions to address differing interests where required
2. Manage effective stakeholder engagement	2.1 Support development of team members' interpersonal skills in effective stakeholder engagement

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ELEMENT	PERFORMANCE CRITERIA
	2.2 Distribute team work effectively to ensure defined project roles are followed 2.3 Identify and clarify stakeholder behavioural expectations, where required 2.4 Openly lead stakeholder performance reviews 2.5 Identify and address individual development needs and opportunities to support stakeholder engagement
3. Manage stakeholder communications	3.1 Determine and document stakeholder communication needs 3.2 Ensure relevant stakeholders agree to communication method, content and timing of engagement 3.3 Communicate information as planned and in line with authority levels, identifying and addressing variances

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2	• Recognises and interprets workplace documentation to determine pertinent information
Writing	1.1, 1.2, 3.1, 3.3	• Documents information about stakeholder interests and communication needs using appropriate vocabulary and formats
Oral Communication	1.3, 2.1, 2.3, 2.4, 2.5, 3.2, 3.3	• Participates in verbal exchanges using clear and detailed language to provide and seek information • Uses active listening and questioning to confirm understanding
Navigate the world of work	3.3	• Understands and works according to role parameters
Interact with others	2.1-2.5, 3.2, 3.3	• Actively identifies requirements of important communication exchanges, selecting appropriate channels, format and content to suit purpose and audience • Collaborates with others to achieve joint outcomes, playing an active role in facilitating and leading activities

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Get the work done	1.1-1.4, 2.3, 3.1, 3.3	• Takes responsibility for decisions in complex situations involving multiple variables and constraints • Uses analytical skills to identify and address problems

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBPMG519 Manage project stakeholder engagement	BSBPMG519A Manage project stakeholder engagement	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBPMG519 Manage project stakeholder engagement

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop and implement stakeholder engagement for a project of sufficient complexity to demonstrate the full range of performance requirements
- implement a range of appropriate stakeholder communication mechanisms for a project
- demonstrate effective team leadership for project team and stakeholders.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify common problems leading to variances in stakeholder engagement
- explain and analyse interests and expectations of stakeholders
- describe levels and means of stakeholder engagement
- identify and explain stakeholder engagement theory and strategies
- describe types of project stakeholders.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to:

- examples of project management documentation for stakeholder engagement
- records of project team leadership in stakeholder engagement activities
- case studies and, where possible, real situations.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBPMG521 Manage project integration

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to integrate and balance overall project management functions of scope, time, cost, quality, human resources, communications, risk and procurement across the project life cycle; and to align and track project objectives to comply with organisational goals, strategies and objectives.

It applies to individuals responsible for managing and leading a project in an organisation, business, or as a consultant.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Project Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish project	1.1 Identify, clarify and prepare project initiation documentation 1.2 Identify relationship between the project and broader organisational strategies and goals 1.3 Negotiate and document project objectives, outcomes and benefits 1.4 Negotiate project governance structure with relevant

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ELEMENT	PERFORMANCE CRITERIA
	authorities and stakeholders 1.5 Prepare and submit project charter for approval by relevant authorities
2. Undertake project planning and design processes	2.1 Establish and implement a methodology to disaggregate project objectives into achievable project deliverables 2.2 Identify project stages and key requirements for stage completion against client requirements and project objectives 2.3 Analyse project management functions to identify interdependencies and impacts of constraints 2.4 Develop a project management plan that integrates all project-management functions with associated plans and baselines 2.5 Establish designated mechanisms to monitor and control planned activity 2.6 Negotiate approval of project plan with relevant stakeholders and project authority
3. Execute project in work environment	3.1 Manage the project in an established internal work environment to ensure work is conducted effectively throughout the project 3.2 Maintain established links to align project objectives with organisational objectives throughout the project 3.3 Within authority levels, resolve conflicts negatively affecting attainment of project objectives
4. Manage project control	4.1 Ensure project records are updated against project deliverables and plans at required intervals 4.2 Analyse and submit status reports on project progress and identified issues with stakeholders and relevant authorities 4.3 Analyse and submit impact analysis of change requests for approval, where required 4.4 Maintain relevant project logs and registers accurately and regularly to assist with project audit 4.5 Ensure associated plans are updated to reflect project progress against baselines and approved changes
5. Manage project finalisation	5.1 Identify and allocate project finalisation activities 5.2 Ensure project products and associated documentation are prepared for handover to client in a timely manner 5.3 Finalise financial, legal and contractual obligations

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ELEMENT	PERFORMANCE CRITERIA
	5.4 Undertake project review assessments as input to future projects

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.4, 4.1, 4.2, 4.3	• Applies appropriate strategies to construct meaning from complex texts
Writing	1.1, 1.3, 1.5, 2.2, 2.4, 4.1, 4.4, 4.5	• Develops and maintains project documentation using formats and language appropriate to context
Oral Communication	1.3, 1.4, 2.6	• Participates in verbal exchanges using clear and detailed language to provide and seek information • Uses active listening and questioning to confirm understanding
Numeracy	1.1, 2.1-2.4, 4.2, 4.3, 5.3	• Uses a wide range of mainly formal and some informal, oral and written mathematical language and representation to communicate mathematically
Navigate the world of work	1.2, 1.5, 5.3	• Adheres to organisational and legislative requirements
Interact with others	1.3,1.4, 2.6, 3.3	• Selects and uses appropriate communication practices to seek or share information with stakeholders • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction and negotiating outcomes
Get the work done	1.1, 1.2, 1.5, 2.1-2.5, 3.1, 3.2, 4.1-4.5, 5.1-5.4	• Organises time and effort around priorities and results, focusing beyond immediate tasks to consider work performance of the group • Sequences and schedules complex activities, monitors implementation and manages relevant communication • Reflects on outcomes to contribute to future projects

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBPMG521 Manage project integration	BSBPMG521A Manage project integration	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBPMG521 Manage project integration

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- work closely with others to integrate all project management functions across a project life cycle according to organisational objectives
- negotiate with internal and external stakeholders
- create accurate project management documentation
- make suggestions for improvements to managing project integration in the future.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- summarise project governance models
- describe range of methodologies to break project objectives into achievable project deliverables
- outline role of project life cycle stages, phases and structures relevant to industry and project context
- identify and describe appropriate organisational documentation for recording strategies and goals for integration processes.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to:

- project documentation
- case studies and, where possible, real situations

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- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBPMG522 Undertake project work

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to undertake a straightforward project or a section of a larger project. It covers developing a project plan, administering and monitoring the project, finalising the project and reviewing the project to identify lessons learned for application to future projects.

This unit applies to individuals who play a significant role in ensuring a project meets timelines, quality standards, budgetary limits and other requirements set for the project.

The unit does not apply to specialist project managers. For specialist project managers, the other units of competency in the project management field (BSBPMG) will be applicable.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Project Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Define project	1.1 Access project scope and other relevant documentation 1.2 Define project stakeholders 1.3 Seek clarification from delegating authority of issues related to

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ELEMENT	PERFORMANCE CRITERIA
	project and project parameters 1.4 Identify limits of own responsibility and reporting requirements 1.5 Clarify relationship of project to other projects and to the organisation's objectives 1.6 Determine and access available resources to undertake project
2. Develop project plan	2.1 Develop project plan in line with the project parameters 2.2 Identify and access appropriate project management tools 2.3 Formulate risk management plan for project, including Work Health and Safety (WHS) 2.4 Develop and approve project budget 2.5 Consult team members and take their views into account in planning the project 2.6 Finalise project plan and gain necessary approvals to commence project according to documented plan
3. Administer and monitor project	3.1 Take action to ensure project team members are clear about their responsibilities and the project requirements 3.2 Provide support for project team members, especially with regard to specific needs, to ensure that the quality of the expected outcomes of the project and documented time lines are met 3.3 Establish and maintain required recordkeeping systems throughout the project 3.4 Implement and monitor plans for managing project finances, resources and quality 3.5 Complete and forward project reports as required to stakeholders 3.6 Undertake risk management as required to ensure project outcomes are met 3.7 Achieve project deliverables
4. Finalise project	4.1 Complete financial recordkeeping associated with project and check for accuracy 4.2 Ensure transition of staff involved in project to new roles or reassignment to previous roles 4.3 Complete project documentation and obtain necessary sign-offs for concluding project
5. Review project	5.1 Review project outcomes and processes against the project scope and plan

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ELEMENT	PERFORMANCE CRITERIA
	5.2 Involve team members in the project review 5.3 Document lessons learned from the project and report within the organisation

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 3.4, 3.5, 4.1, 4.3, 5.1	• Organises, evaluates and critiques ideas and information from a range of complex texts
Writing	2.1, 2.3, 2.6, 3.3, 3.5, 4.1, 4.3, 5.3	• Develops plans, reports and recommendations using vocabulary, structure and conventions appropriate to text • Establishes and maintains records according to organisational requirements
Numeracy	1.6, 2.4, 3.4, 4.1	• Uses formal and some informal, oral and written mathematical language and representation to prepare and communicate budgetary and financial information
Oral communication	2.5, 5.2	• Participates in verbal discussions using clear language and appropriate features to present or seek information • Using listening and questioning skills to seek information and confirm understanding
Navigate the world of work	1.3, 1.4, 2.3, 3.1, 4.3	• Recognises and responds to organisational and legislative/regulatory requirements
Interact with others	2.5, 3.1, 3.2, 4.2, 5.2	• Selects and uses appropriate communication protocols and practices to ensure shared understanding of project roles and expectations • Uses collaborative techniques to engage stakeholders in consultations and negotiations
Get the work done	1.2, 1.5, 1.6, 2.1, 2.2, 2.3, 2.6, 3.1-3.7, 4.1, 4.2, 4.3, 5.1, 5.3	• Develops and implements plans to manage projects that involve diverse stakeholders with potentially competing demands • Systematically gathers and analyses all relevant information and evaluates options to make informed decisions • Evaluates outcomes of decisions to identify

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		opportunities for improvement • Uses digital technologies and applications to access, organise and share information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBPMG522 Undertake project work	BSBPMG522A Undertake project work	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBPMG522 Undertake project work

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- define the parameters of the project including:
  - project scope
  - project stakeholders, including own responsibilities
  - relationship of project to organisational objectives and other projects
  - reporting requirements
  - resource requirements
- use project management tools to develop and implement a project plan including:
  - deliverables
  - work breakdown
  - budget and allocation of resources
  - timelines
  - risk management
  - recordkeeping and reporting
- consult and communicate with relevant stakeholders to generate input and engagement in planning, implementing and reviewing the project
- provide support to team members to enable them to achieve deliverables and to transition them as appropriate at completion of the project
- finalise the project including documentation, sign-offs and reporting
- review and document the project outcomes.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

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- give examples of project management tools and how they contribute to a project
- outline types of documents and other sources of information commonly used in defining the parameters of a project
- explain processes for identifying and managing risk in a project
- outline the organisation's mission, goals, objectives and operations and how the project relates to them
- explain the organisation's procedures and processes that are relevant to managing a project including:
  - lines of authority and approvals
  - quality assurance
  - human resources
  - budgets and finance
  - recordkeeping
  - reporting
- outline the legislative and regulatory context of the organisation in relation to project work, including work health and safety (WHS) requirements.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBPUR402 Negotiate contracts

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to negotiate terms of contracts with suppliers, and prepare and finalise contracts.

It applies to individuals who negotiate contracts as part of a broad purchasing role but are not specialist legal practitioners. They are required to negotiate and formalise complex purchasing arrangements involving significant risk and/or significant expenditure and detailed legal and documentation arrangements and are typically guided by organisational contract negotiation guidelines. They work under minimal supervision of a senior purchasing manager or in consultation with senior management.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Administration – Purchasing and Contracting

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Negotiate terms of contracts with suppliers	1.1 Offer advice and undertake negotiations without prejudice 1.2 Advise suppliers of the organisation’s intent to accept their offers 1.3 Negotiate issues with suppliers 1.4 Determine desired outcomes, negotiation plans and schedules

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ELEMENT	PERFORMANCE CRITERIA
	for negotiations 1.5 Undertake negotiations and reach agreements with suppliers in accordance with plans 1.6 Negotiate and document contract requirements to the satisfaction of the organisation and suppliers
2. Prepare contracts	2.1 Draft required contracts using legal expertise if required 2.2 Distribute draft contracts to relevant personnel and suppliers 2.3 Ensure any discrepancies or disagreements are clarified and resolved to the satisfaction of all parties 2.4 Ensure checks of the legality and validity of draft contracts are made 2.5 Obtain approvals to sign contracts
3. Finalise contracts	3.1 Ensure contracts are signed and exchanged between the organisation and suppliers 3.2 Ensure contracts and related documents are stored and safeguarded 3.3 Advise relevant personnel of contract requirements 3.4 Advise unsuccessful suppliers of non-acceptance of offers

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.5, 2.1, 2.4	• Interprets and analyses textual information from a range of sources and identifies relevant key information to assist in the negotiation process
Writing	1.2, 1.6, 2.1, 2.3, 2.5, 3.3, 3.4	• Develops material to convey explicit information and results using clear and detailed language appropriate to audience and context
Oral Communication	1.1-1.3, 1.5, 1.6, 2.5, 3.3	• Uses clear language and suitable features to provide information to a variety of individuals • Uses active listening and questioning techniques to convey and clarify information

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Navigate the world of work	1.5, 1.6, 2.1, 2.4	• Monitors adherence to implicit and explicit organisational procedures and policies • Recognises the implications of legal and regulatory responsibilities related to own work and is beginning to recognise some general legal principles applicable across work contexts
Interact with others	1.1-1.3, 1.5, 1.6, 2.2, 2.3, 2.5, 3.1, 3.3, 3.4	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Collaborates and negotiates with others as part of familiar routine activities
Get the work done	1.4, 2.2, 2.3, 3.1, 3.2	• Takes responsibility for planning, sequencing and prioritising tasks for efficient and effective outcomes • Implements standard procedures to make routine decisions • Recognises and takes responsibility for addressing predictable problems in familiar work contexts • Understands the importance of secure information in relation to own work

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBPUR402 Negotiate contracts	BSBPUR402B Negotiate contracts	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBPUR402 Negotiate contracts

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- produce a documented agreement of terms with suppliers
- draft and complete a contract with a supplier for goods and services
- produce a document to inform successful and unsuccessful suppliers.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify and provide an overview of key provisions of relevant legislation, codes of practice and national standards that affect purchasing
- outline organisation practices, policies and procedures for purchasing
- explain purchasing and procurement principles for:
  - accountability
  - probity and transparency
  - risk management
  - value for money.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the administration – purchasing and contracting field of work and include access to:

- organisation policies and procedures
- purchasing strategies and relevant purchasing records
- office equipment and supplies

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- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBREL401A Establish networks

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and maintain effective work relationships and networks. It covers the relationship building and negotiation skills required by workers within an organisation as well as freelance or contract workers. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a broad knowledge of networking and negotiation who contribute well developed skills in creating solutions to unpredictable problems through analysis and evaluation of information from a variety of sources. They may have responsibility to provide guidance or to delegate aspects of tasks to others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop and maintain business networks	1.1. Use appropriate ***network strategies*** to establish and maintain relationships that promote the development of business opportunities 1.2. Identify and pursue network opportunities to maximise a range of contacts 1.3. Communicate information regarding new networks to inform individuals, colleagues and clients of potential benefits 1.4. Participate in ***professional networks and associations*** to obtain and maintain personal knowledge and skills
2. Establish and maintain business relationships	2.1. Develop and maintain relationships to promote benefits consistent with ***organisational/client requirements*** 2.2. Gain and maintain trust and confidence of contacts through demonstration of high standards of business practices 2.3. Use a high level of ***negotiation skills*** to encourage positive outcomes 2.4. Identify difficult situations and negotiate solutions using collaborative problem-solving techniques

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ELEMENT	PERFORMANCE CRITERIA
	2.5. Seek specialist advice in the development of contacts where appropriate
3. Promote the relationship	3.1. Develop strategies to represent and promote the interests and requirements of the relationship 3.2. Use appropriate presentation skills to communicate the goals and objectives of the relationship 3.3. Effectively communicate issues, policies and practices of the relationship to a range of audiences, in writing and verbally 3.4. Obtain ***feedback*** to identify and develop ways to improve promotional activities within available opportunities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to receive and report on feedback, to maintain effective relationships and to manage conflict • culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • leadership skills to gain trust and confidence of clients and colleagues • negotiation skills to achieve mutually acceptable outcomes • technology skills to support effective communication and presentation.
Required knowledge
• client or organisational policies, plans and procedures • related organisations, agencies and networks • trends and forecasts for relevant industries, services and products.

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the

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EVIDENCE GUIDE	
performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • establishing contacts and participating in networks • identifying opportunities for networking • knowledge of related organisations, agencies and networks • maintaining records of relevant contacts.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of networking strategies and documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of documentation communicating issues, policies and practices of the relationship to a range of audiences • evaluation of promotional strategies • observation of negotiation of solutions between groups and individuals • observation of promotional presentations.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • interpersonal communication units • other relationship management units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Network strategies may include:	• association memberships • conference participation • distributing materials • individual marketing • maintaining regular contact • seminar attendance
Professional networks and associations may include:	• advisory committees • colleagues • committees • government agencies • internal/external customers • lobby groups • local inter-agency groups • other organisations • professional/occupational associations • project specific ad hoc consultative/reference groups • specific interest or support groups • suppliers • work team
Organisational/client requirements may be included in:	• access and equity principles and practices • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • marketing plan • occupational health and safety policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals

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RANGE STATEMENT	
Negotiation skills may include:	• assertiveness • bargaining • collaboration • confidence building • conflict reduction • empathising • offers and counter offers • solution designing • stress management
Feedback may include:	• accuracy and sufficiency of information • appropriateness of audience • benefits to organisation • impact of message • liaison with networks • participation of competitors • use of media

Unit Sector(s)

Unit sector	

Competency field

Competency field	Stakeholder Relations - Relationship Management

Co-requisite units

Co-requisite units		

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BSBRES401 Analyse and present research information

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to gather, organise, analyse and present workplace information using available systems. This includes identifying research requirements and sources of information, applying information to a set of facts, evaluating the quality of the information, and preparing and producing reports.

It applies to individuals who are required to apply their broad knowledge of the work environment to analysis and research tasks, evaluate information from a variety of sources and apply solutions to a range of unpredictable problems

No licensing, legislation or certification requirements apply to this unit at the time of publication.

Unit Sector

Knowledge Management – Research

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Gather and organise information	1.1 Gather and organise information in a format suitable for analysis, interpretation and dissemination in accordance with organisational requirements 1.2 Access information held by the organisation ensuring accuracy and relevance in line with established organisational requirements 1.3 Ensure that methods of collecting information are reliable and

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ELEMENT	PERFORMANCE CRITERIA
	make efficient use of resources in accordance with organisational requirements 1.4 Identify research requirements for combining online research with non-electronic sources of information 1.5 Use business technology to access, organise and monitor information in accordance with organisational requirements 1.6 Update, modify, maintain and store information, in accordance with organisational requirements
2. Research and analyse information	2.1 Clearly define objectives of research ensuring consistency with organisational requirements 2.2 Ensure that data and research strategies used are valid and relevant to the requirements of the research and make efficient use of available resources 2.3 Identify key words and phrases for use as part of any online search strategy, including the use of Boolean operators and other search tools 2.4 Use reliable methods of data analysis that are suitable to research purposes 2.5 Ensure that assumptions and conclusions used in analyses are clear, justified, supported by evidence and consistent with research and business objectives
3. Present information	3.1 Present recommendations and issues in an appropriate format, style and structure using suitable business technology 3.2 Structure and format reports in a clear manner that conforms to organisational requirements 3.3 Report and distribute research findings in accordance with organisational requirements 3.4 Obtain feedback and comments on suitability and sufficiency of findings in accordance with organisational requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

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Reading	1.1, 1.2, 1.4, 2.1-2.5, 3.4	• Analyses and evaluates textual information to develop research strategies, integrate facts and ideas and meet organisational requirements
Writing	1.1, 1.5, 1.6, 2.1, 3.1, 3.2, 3.3	• Gathers, evaluates and integrates information from a range of sources • Presents findings, recommendations and issues in required format using language, structure and style appropriate to audience.
Oral Communication	3.3, 3.4	• Presents recommendations and issues using language appropriate to audience and according to organisational requirements
Numeracy	1.1, 1.2, 1.3, 2.2, 2.4, 3.3	• Extracts and evaluates meaning from data and interprets numerical information to apply within the context of requirements
Navigate the world of work	1.2, 1.3, 1.5, 1.6, 2.1, 2.5, 3.2, 3.3, 3.4	• Recognises and follows organisational policies and procedures and meets expectations associated with own role
Interact with others	3.3, 3.4	• Selects and uses appropriate communication practices when seeking or sharing information
Get the work done	1.1, 1.4, 1.5, 2.2, 2.3, 2.4, 3.1	• Plans, organises and implements tasks to meet organisational requirements • Takes responsibility for the outcomes of routine decisions related directly to own role • Uses the main features and functions of digital technologies and tools to complete work tasks • Recognises and takes responsibility for addressing predictable and some less predictable problems in familiar work contexts

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBRES401 Analyse and present research information	BSBRES401A Analyse and present research information	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBRES401 Analyse and present research information

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify or confirm research requirements and objectives
- gather, organise and present workplace information and data
- update, modify, maintain and store information
- maintain and handle data and documents systematically and securely
- prepare and produce reports including:
  - recommendations based on the analysis of information
  - clear and justified assumptions and conclusions
  - use of efficient, valid and reliable methods
- use Boolean operators and other search tools
- analyse, evaluate and interpret data to support organisational activities.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain organisational systems for recordkeeping/filing, including security procedures
- identify organisational policies and procedures and legal and ethical obligations relating to workplace information
- explain concepts related to research and analysis including reliability and validity
- give examples of techniques for data analysis and how they are applied
- explain research processes and strategies to identify new sources (online and print) of information and to use them most efficiently and effectively.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the knowledge management – research field of work and include access to:

- workplace information systems, equipment and resources
- workplace policies and procedures
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBRES404 Research legal information using primary sources

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to work under supervision researching primary sources of legal information, locating relevant information and writing up a basic summary.

It applies to individuals who provide legal support services while under supervision. Its application in the workplace will be determined by the job role of the individual and the legislation, rules, regulations and codes of practice relevant to different jurisdictions

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Knowledge management – research

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Receive and process request for information	1.1 Document request using appropriate recording system 1.2 Confirm client identity and other party's right to receive information 1.3 Clarify client needs and establish relevant criteria in consultation with designated person to ensure client needs are met 1.4 Research and identify appropriate response methods and

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ELEMENT	PERFORMANCE CRITERIA
	format 1.5 Forward request for information to others where appropriate
2. Identify information sources	2.1 Identify and research relevant sources and locations of information 2.2 Obtain access to identified sources 2.3 Resolve problems with accessing information promptly and efficiently
3. Prepare to extract information	3.1 Locate and extract information relevant to particular request 3.2 Discuss and implement resolutions to problems in accessing information with designated person where appropriate 3.3 Copy extracted information according to organisation's security and confidentiality procedures 3.4 Maintain integrity of content/information
4. Ensure information meets request	4.1 Analyse, evaluate and edit extracted information to fit client needs 4.2 Combine different types of information, where appropriate, to provide response to request
5. Compose report or correspondence	5.1 Develop plan and synopsis for report or correspondence 5.2 Write report or correspondence using clear and concise language 5.3 Check spelling, punctuation and grammar, and amend where necessary
6. Prepare to format report or correspondence	6.1 Format report or correspondence according to organisation's requirements, policies and procedures 6.2 Check report or correspondence for accuracy and to ensure that intended meaning will be readily understood by recipient
7. Finalise report or correspondence	7.1 Arrange review and sign-off of report or correspondence with designated person within designated timelines 7.2 Apply organisation's information-recording procedures 7.3 Forward report or correspondence to client

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.4, 2.1, 4.1, 5.3, 6.1, 6.2	• Interprets information from a range of texts to determine the procedures and strategies needed to perform a range of tasks • Identifies, accesses, analyses and evaluates information from a range of sources • Proofreads documents for accuracy of content, layout, grammar, spelling and punctuation
Writing	1.1, 1.2, 1.5, 3.4, 4.1, 4.2, 5.1, 5.2, 5.3, 6.1, 6.2, 7.2	• Gathers, evaluates and integrates information from a range of sources to develop plans • Presents finished document in required format using language, structure and style appropriate to audience • Creates required records according to organisational recording procedures and systems
Oral Communication	1.2, 1.3, 3.2, 7.1	• Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding
Navigate the world of work	3.3, 6.1, 7.2	• Recognises and follows legislative requirements and organisational policies and procedures associated with own role
Interact with others	1.2, 1.3, 3.2, 7.1, 7.3	• Selects and uses appropriate conventions and protocols when sharing information with others
Get the work done	1.3, 1.4, 2.2, 2.3, 3.1, 3.2, 5.1, 6.1, 7.1	• Plans, organises and implements tasks to meet organisational requirements • Uses the main features and functions of digital technologies and tools to complete work tasks • Recognises and takes responsibility for addressing predictable and some less predictable problems in familiar work contexts

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status

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Code and title current version	Code and title previous version	Comments	Equivalence status
BSBRES404 Research legal information using primary sources	BSBRES404A Research legal information using primary sources	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBRES404 Research legal information using primary sources

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- follow correct procedures for receiving, documenting and processing requests for information
- source and access information that meets the requirements of the request
- process and format information correctly and in accordance with organisational policies and procedures, particularly with regard to security and confidentiality
- finalise documents within designated timelines and according to organisational procedures.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe the organisation's policies and procedures that must be followed when completing the the full range of tasks covered
- list relevant information sources and for each source briefly explain:
  - how each source is accessed
  - the type of information
- briefly explain the legislative requirements that apply when researching, accessing and using legal information.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the knowledge management – research field of work and include access to:

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- appropriate legislation and regulations relevant to common legal matters
- organisational policies and procedures for formatting of documents, security and confidentiality
- office equipment and resources
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBRES502 Research legal information using secondary sources

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to undertake legal research using secondary sources and under supervision. This includes identifying research requirements and sources of information, applying information to a set of facts, evaluating the quality of the information, and preparing and producing reports.

It applies to individuals who apply a well-established, sound theoretical knowledge base and use a range of specialised, technical or managerial competencies to plan and carry out work in a legal context in accordance with legislation, regulations and codes of practice relevant to different jurisdictions.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Knowledge management – research

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify specific legal data and information requirements	1.1 Liaise with designated person to clarify specific legal data and information needs 1.2 Prepare research plan and prioritise activities 1.3 Identify resources and technical requirements

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Assign timelines to tasks and delegate tasks where appropriate
2. Undertake research	2.1 Identify sources of legal data and information 2.2 Research and identify key information to be extracted
3. Review research	3.1 Check information to ensure that extracted details are acknowledged and recorded for copyright and other legal requirements 3.2 Analyse legal data and information for relevance to facts 3.3 Edit and collate legal data and information to fit research and relevant legal and ethical requirements
4. Prepare drafts	4.1 Draft document in appropriate format taking into account precedent documents and using appropriate language 4.2 Present legal data and information according to organisation's policies and procedures and legal requirements 4.3 Evaluate draft against previously identified criteria and take action to address identified gaps or deficits 4.4 Liaise with supervisor to review document 4.5 Make amendments where necessary
5. Prepare final draft	5.1 Identify key points and prepare executive summary, where appropriate 5.2 Prepare appendices, bibliography and table of contents as required 5.3 Check final draft and present it to supervisor for review and sign-off 5.4 Make arrangements to disseminate report as required

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 3.3,	• Interprets documents to determine legal requirements • Identifies and analyses complex texts to assess

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	4.1, 4.3, 5.1, 5.3	relevance to research task • Compares prepared drafts against criteria to evaluate whether it meets requirements • Proofreads documents for accuracy of content, layout, grammar, spelling and punctuation
Writing	1.2, 1.3, 1.4, 2.2, 3.1, 3.3, 4.1, 4.2, 4.5, 5.1, 5.2	• Documents research plans in accordance with organisational or regulatory requirements • Composes and edits texts, selecting appropriate vocabulary, structure and format for audience and purpose
Oral Communication	1.1, 1.4, 4.4	• Explains issues and requirements clearly and obtains information from others by listening and questioning
Numeracy	1.4	• Analyses task requirements to calculate the duration of activities
Navigate the world of work	3.1, 3.3, 4.2	• Appreciates the implications of legal and regulatory responsibilities related to own work
Interact with others	1.1, 1.4, 4.4	• Collaborates with others to achieve required outcomes • Selects and uses appropriate communication practices and conventions for the purpose and audience
Get the work done	1.2, 1.3, 1.4, 4.3, 5.3, 5.4	• Plans, prioritises, organises and implements tasks to meet organisational requirements, liaising with others when required • Systematically analyses information against set criteria in order to decide on amendments needed to draft reports • Uses the main features and functions of digital tools to complete work tasks and access information.

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBRES502 Research legal information using secondary sources	BSBRES502A Research legal information using secondary sources	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBRES502 Research legal information using secondary sources

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- prepare a research plan including
  - liasing with others to clarify needs or to delegate tasks
  - prioriting required tasks
  - identifying resources, technical requirements and timelines
- conduct research using secondary sources according to organisational and legal requirements
- edit research findings and use relevant information to prepare draft report
- review draft, seek feedback from relevant person(s) and implement modifications
- produce a final report using appropriate format and language, according to the requirements of the request and within agreed timelines

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- list and describe sources of legal data and information
- explain some situations where there would be an obligation to refer matters to supervisors and/or obtain sign-off on legal work
- briefly explain the organisation’s policies and procedures relating to researching, accessing and using legal information
- briefly explain the legislative requirements that apply when researching, accessing and using legal information
- describe the format for presenting written reports

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the knowledge management – research field of work and include access to:

- appropriate legislation and regulations relevant to common legal matters
- workplace documentation and resources
- case studies and, where possible, real situations
- secondary research sources for legal matters.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBRSK401 Identify risk and apply risk management processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to identify risks and to apply established risk management processes to a defined area of operations that are within the responsibilities and obligations of the role.

It applies to individuals with a broad knowledge of risk analysis or project management who contribute well developed skills in creating solutions to unpredictable problems through analysis and evaluation of information from a variety of sources. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

In this unit, risks applicable within own work responsibilities and area of operation, may include projects being undertaken individually or by a team, or operations within a section of the organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, Licensing and Risk – Risk Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify risks	1.1 Identify the context for risk management 1.2 Identify risks using tools, ensuring all reasonable steps have

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ELEMENT	PERFORMANCE CRITERIA
	been taken to identify all risks 1.3 Document identified risks in accordance with relevant policies, procedures, legislation and standards
2. Analyse and evaluate risks	2.1 Analyse and document risks in consultation with relevant stakeholders 2.2 Undertake risk categorisation and determine level of risk 2.3 Document analysis processes and outcomes
3. Treat risks	3.1 Determine appropriate control measures for risks and assess for strengths and weaknesses 3.2 Identify control measures for all risks 3.3 Refer risks relevant to whole of organisation or having an impact beyond own work responsibilities and area of operation to others as per established policies and procedures 3.4 Choose and implement control measures for own area of operation and/or responsibilities 3.5 Prepare and implement treatment plans
4. Monitor and review effectiveness of risk treatment/s	4.1 Regularly review implemented treatment/s against measures of success 4.2 Use review results to improve the treatment of risks 4.3 Provide assistance to auditing risk in own area of operation 4.4 Monitor and review management of risk in own area of operation

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2	• Comprehends documents and texts of varying complexity to extract and analyse relevant information
Writing	1.3, 2.1, 2.3, 3.5	• Uses specific, industry related terminology and logical organisational structure in workplace documents that identify and analyse risk and report management process outcomes

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Oral communication	2.1	• Participates effectively in interactions with stakeholders by using questioning and listening to elicit opinions and clarify understanding
Numeracy	1.2, 4.1	• Uses numerical tools to assess risk and uses numerical data to review plans
Navigate the world of work	1.1, 1.3, 3.3	• Complies with organisational and legislative requirements • Takes responsibility for identification and management of risk within own work context and refers matters to others as required
Interact with others	2.1	• Selects appropriate communication protocols and conventions when conferring with others to establish risk management requirements
Get the work done	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4	• Determines job sequence and works logically and systematically to undertake defined tasks • Uses analysis and consultative processes to inform decisions about selection and implementation of risk control measures • Evaluates effectiveness of plans and results to inform improvement decisions • Uses familiar digital technologies and systems to access information, prepare plans and communicate with others

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBRSK401 Identify risk and apply risk management processes	BSBRSK401A Identify risk and apply risk management processes	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBRSK401 Identify risk and apply risk management processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to apply organisational policies, procedures and processes to:

- identify risks
- consult with relevant stakeholders to analyse and evaluate risks
- identify and evaluate control measures
- develop and implement treatment plans for own area or responsibility
- refer risks that are beyond own area of responsibility to others
- maintain risk management documentation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline techniques for identifying and evaluating risks
- outline organisational policies, procedures or processes for risk management
- give examples of areas where risks are commonly identified in an organisation
- outline the purpose and key elements of current risk management standards
- outline the legislative and regulatory context of the organisation in relation to risk management
- describe the organisation's auditing requirements relating to risk management.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk - risk management field of work and include access to:

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- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBRSK401A Identify risk and apply risk management processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to identify risks and to apply established risk management processes to a subset of an organisation or project's operations that are within the person's own work responsibilities and area of operation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a broad knowledge of risk analysis or project management who contribute well developed skills in creating solutions to unpredictable problems through analysis and evaluation of information from a variety of sources. They may have responsibility to provide guidance or to delegate aspects of these tasks to others. In this unit, risks applicable within own work responsibilities and area of operation, may include projects being undertaken individually or by a team, or operations within a section of the organisation.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Identify risks	1.1. Identify the ***context*** for risk management 1.2. Identify ***risks*** using ***tools***, ensuring all reasonable steps have been taken to identify all risks 1.3. Document identified risks in accordance with relevant policies, procedures and legislation
2. Analyse and evaluate risks	2.1. Analyse and document risks in consultation with relevant ***stakeholders*** 2.2. Undertake ***risk categorisation*** and determine ***level of risk*** 2.3. Document analysis processes and outcomes
3. Treat risks	3.1. Determine appropriate ***control measures*** for risks and assess for strengths and weaknesses 3.2. Identify control measures for all risks

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Refer risks relevant to whole of organisation or having an impact beyond own work responsibilities and area of operation to others as per established policies and procedures 3.4. Choose and implement control measures for own area of operation and/or responsibilities 3.5. Prepare and implement treatment plans
4. Monitor and review effectiveness of risk treatment/s	4.1. Regularly review implemented treatment/s against ***measures of success*** 4.2. Use review results to improve the treatment of risks 4.3. Provide assistance to auditing risk in own area of operation 4.4. Monitor and review management of risk in own area of operation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills sufficient to read and understand a variety of texts; and to write, edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information • research and data collection skills to monitor and evaluate risks • problem-solving skills to appropriately address identified risks.
Required knowledge

• Australian and international standards for risk management
• key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  • anti-discrimination legislation
  • ethical principles
  • codes of practice
  • privacy laws
  • environmental issues
  • occupational health and safety
• organisational policies and procedures relating to risk management processes and

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REQUIRED SKILLS AND KNOWLEDGE
strategies • auditing requirements relating to risk management.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identification, analysis and evaluation of risks • demonstrated understanding of personal role in relation to wider organisational or project context • demonstrated understanding of risk management processes and procedures.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace documentation relating to risk management • access to risk management tools and frameworks.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of documentation outlining risk analysis processes and outcomes • analysis of responses to case studies and scenarios • oral or written questioning to assess knowledge of Australian and international standards for risk management • review of implementation of treatment plans.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

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EVIDENCE GUIDE	
	• general administration units • other risk management units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Context may include:	• any related projects or organisations • any resources, including physical assets, which are vital to operations • key operational elements and service of the organisation • organisation or project, how it is organised and its capabilities • own role and responsibilities in relation to overall project or organisation design
Risks may include:	• commercial and legal relationships • economic circumstances and scenarios • human behaviour • individual activities • management activities and controls • natural events • political circumstances • positive risk • technology - technological issues
Tools may include:	• documentation to assist in process of identifying risk, and assessing impact and likelihood of occurrence • standard instruments developed for the organisation and contextualised for sections of the workplace's operations, such as checklists and testing procedures • tools to prioritise risks, including where relevant, numerical scoring systems for risks

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RANGE STATEMENT	
Stakeholders may include:	• contractors • employees • financial managers • insurance agents • managers • public • service providers • suppliers • unions • volunteers

Risk categorisation may include:	• likelihood of risks:
	  • almost certain
	  • likely
	  • possible
	  • unlikely
	  • rare
	• consequences of risks:
	  • insignificant
	  • minor
	  • moderate
	  • major
	  • catastrophic
	  • current control measures

Level of risk may include:	• low, treated with routine procedures • moderate, with specific responsibility allocated for the risk, and monitoring and response procedures implemented • high, requiring action, as it has potential to be damaging to the organisation or project • extreme, requiring immediate action, as it has potential to be devastating to the organisation or project

Control measures may include:	• hierarchy of controls:
	  • reduction in likelihood of risks
	  • reduction of consequences of risks
	  • retention of risks
	  • risk aversion
	  • transfer of responsibility of risks

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RANGE STATEMENT	
Measures of success may include:	• costs • reductions in impact • reductions in likelihood • reductions in occurrence

Unit Sector(s)

Unit sector	

Competency field

Competency field	Regulation, Licensing and Risk - Risk Management

Co-requisite units

Co-requisite units		

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BSBRSK501 Manage risk

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes skills and knowledge required to manage risks in a range of contexts across an organisation or for a specific business unit or area in any industry setting.

It applies to individuals who are working in positions of authority and are approved to implement change across the organisation, business unit, program or project area. They may or may not have responsibility for directly supervising others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, Licensing and Risk – Risk Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish risk context	1.1 Review organisational processes, procedures and requirements for undertaking risk management in accordance with current risk management standards 1.2 Determine scope for risk management process 1.3 Identify internal and external stakeholders and their issues 1.4 Review political, economic, social, legal, technological and policy context

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ELEMENT	PERFORMANCE CRITERIA
	1.5 Review strengths and weaknesses of existing arrangements 1.6 Document critical success factors, goals or objectives for area included in scope 1.7 Obtain support for risk management activities 1.8 Communicate with relevant parties about the risk management process and invite participation
2. Identify risks	2.1 Invite relevant parties to assist in the identification of risks 2.2 Research risks that may apply to scope 2.3 Use tools and techniques to generate a list of risks that apply to the scope, in consultation with relevant parties
3. Analyse risks	3.1 Assess likelihood of risks occurring 3.2 Assess impact or consequence if risks occur 3.3 Evaluate and prioritise risks for treatment
4. Select and implement treatments	4.1 Determine and select most appropriate options for treating risks 4.2 Develop an action plan for implementing risk treatment 4.3 Communicate risk management processes to relevant parties 4.4 Ensure all documentation is in order and appropriately stored 4.5 Implement and monitor action plan 4.6 Evaluate risk management process

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.4, 1.5, 2.2	• Comprehends a variety of relatively complex texts • Gathers, interprets and analyses textual information from a range of sources to identify relevant information
Writing	1.6, 1.8, 2.1, 2.3, 4.3	• Develops textual material and organises content in a manner that effectively documents

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		risk management analysis and assessment priorities and processes
Oral Communication	1.8, 2.1, 2.3, 4.3	• Participates in interactions with stakeholders using questioning and listening to elicit opinions, and to confirm and clarify understanding
Numeracy	2.2	• Uses numerical tools to assess risk and uses numerical data to review plans
Navigate the world of work	1.1, 2.1, 4.3	• Refers to organisational processes, procedures and requirements when making decisions about risk management
Interact with others	1.8, 2.1, 2.3, 4.3	• Establishes and uses appropriate conventions and protocols when communicating with stakeholders about risk management • Consults and negotiates with stakeholders about risk management processes and outcomes
Get the work done	1.2, 1.3, 1.5, 1.7, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.4, 4.5, 4.6	• Sequences and schedules a range of routine and complex activities, monitors implementation, evaluates processes and manages relevant communication • Systematically analyses information to decide on appropriate risk management treatments • Uses digital technologies and systems to access information, document plans and communicate with others

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBRSK501 Manage risk	BSBRSK501B Manage risk	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBRSK501 Manage risk

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- analyse information from a range of sources to identify the scope and context of the risk management process including:
  - stakeholder analysis
  - political, economic, social, legal, technological and policy context
  - current arrangements
  - objectives and critical success factors for the area included in scope
  - risks that may apply to scope
- consult and communicate with relevant stakeholders to identify and assess risks, determine appropriate risk treatment actions and priorities and explain the risk management processes
- develop and implement an action plan to treat risks
- monitor and evaluate the action plan and risk management process
- maintain documentation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the purpose and key elements of current risk management standards
- outline the legislative and regulatory context of the organisation in relation to risk management
- outline organisational policies, procedures and processes for risk management.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk - risk management field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBSUS201 Participate in environmentally sustainable work practices

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to effectively measure current resource use and carry out improvements, including reducing the negative environmental impact of work practices.

It applies to individuals, working under supervision or guidance, who are required to follow workplace procedures and instructions, and work in an environmentally sustainable manner within scope of competency, authority and own level of responsibility.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Industry Capability – Sustainability

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify current resource use	1.1 Identify workplace environmental and resource efficiency issues 1.2 Identify resources used in own work role 1.3 Document and measure current usage of resources using appropriate techniques 1.4 Record and file documentation measuring current usage, using

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ELEMENT	PERFORMANCE CRITERIA
	technology (such as software systems) where applicable 1.5 Identify and report workplace environmental hazards to appropriate personnel
2. Comply with environmental regulations	2.1 Follow workplace procedures to ensure compliance 2.2 Report breaches or potential breaches to appropriate personnel
3. Seek opportunities to improve resource efficiency	3.1 Follow organisational plans to improve environmental practices and resource efficiency 3.2 Work as part of a team, where relevant, to identify possible areas for improvements to work practices in own work area 3.3 Make suggestions for improvements to workplace practices in own work area

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.3, 2.1, 3.1	• Recognises and interprets textual information to establish job requirements from relevant information
Writing	1.3, 1.4, 1.5, 2.2	• Completes documents using required formats
Oral Communication	1.5, 2.2, 3.3	• Articulates ideas clearly and uses simple and relevant language to identify and report issues to designated person
Numeracy	1.3	• Calculates basic metric measurements to determine resource usage
Navigate the world of work	2.1	• Understands and adheres to legal and regulatory responsibilities related to own work
Interact with others	1.5, 2.2, 3.2, 3.3	• Selects and uses appropriate conventions and protocols when communicating with co-workers in range of work contexts • Collaborates and cooperates with others to achieve joint outcomes
Get the work	1.1-1.4, 3.1, 3.3	• Implements actions as per plan, taking some responsibility for sequencing and timing of tasks

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done		• Uses main features and functions of digital tools to complete work tasks and access information • Analyses current practices to identify opportunities for improvement.

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBSUS201 Participate in environmentally sustainable work practices	BSBSUS201A Participate in environmentally sustainable work practices	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSUS201 Participate in environmentally sustainable work practices

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- locate and interpret a range of environment/sustainability legislation and procedural requirements
- participate in and support discussions for an improved resource efficiency process
- identify, document and measure usage of resources
- collaborate with team members on suggestions for improving workplace practices.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify environmental and resource hazards/risks as well as environmental or sustainability legislation, regulations and codes of practice applicable to own role
- outline sustainability requirements in the workplace
- identify reporting channels and procedures to report breaches and potential issues
- identify where to find environmental and resource efficiency systems and procedures.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the sustainability field of work and include access to:

- documentation, information and resources related to workplace environmental and resource efficiency issues
- office equipment and resources
- case studies and, where possible, real situations

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- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBSUS201A Participate in environmentally sustainable work practices

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to effectively measure current resource use and to carry out improvements including reducing the negative environmental impact of work practices. This unit requires the ability to access industry information, and applicable legislative and occupational health and safety (OHS) guidelines. While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant national, state and territory legislation, regulations and codes of practice impact upon this unit.

Application of the Unit

Application of the unit	This unit applies to operators/team members under supervision or guidance, who are required to follow workplace procedures and instructions, and to work in an environmentally sustainable manner. It covers: efficient resource use potential environmental hazards regulatory compliance improving environmental performance (within the scope of competency, authority and own level of responsibility). It addresses the knowledge, processes and techniques necessary to participate in environmentally sustainable work practices.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Identify current resource use	1.1. Identify workplace ***environmental and resource efficiency issues*** 1.2. Identify resources used in own work role 1.3. Document and measure current usage of resources using ***appropriate techniques*** 1.4. Record and file documentation measuring current usage, using technology (such as software systems) where applicable 1.5. Identify and report workplace environmental

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ELEMENT	PERFORMANCE CRITERIA
	hazards to appropriate personnel
2. Comply with environmental regulations	2.1. Follow workplace procedures to ensure ***compliance*** 2.2. Report breaches or potential breaches to appropriate personnel
3. Seek opportunities to improve resource efficiency	3.1. Follow ***organisational plans*** to improve environmental practices and resource efficiency 3.2. Work as part of a team, where relevant, to identify possible areas for improvements to work practices in own work area 3.3. Make ***suggestions*** for improvements to workplace practices in own work area

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to comply with all relevant legislation associated with job specifications and procedures
- communication and problem-solving skills to question, seek clarification and make suggestions relating to work requirements and efficiency
- communication and teamwork skills to recognise procedures; to follow instructions; to respond to change, such as current workplace environmental/sustainability frameworks; and to support team work and participation in a sustainable organisation
- literacy, numeracy and technology skills to interpret workplace information in relation to work role, and to document and measure resource use
- technology skills to select and use technology appropriate for a task.

Required knowledge

- environmental and resource hazards/risks
- environmental or sustainability legislation, regulations and codes of practice applicable to own work role
- OHS issues and requirements
- organisational structure, and reporting channels and procedures
- relevant environmental and resource efficiency systems and procedures
- sustainability in the workplace
- terms and conditions of employment including policies and procedures, such as

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REQUIRED SKILLS AND KNOWLEDGE
daily tasks, employee and employer rights, equal opportunity.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • accessing, interpreting and complying with a range of environment/sustainability legislation and procedural requirements relevant to daily responsibilities • accurately following organisational information to participate in and support an improved resource efficiency process and reporting as required • developing and/or using tools such as inspection checklists, to collect and measure relevant information on organisation resource consumption, within work role • identifying organisational improvements by applying efficient resource use to daily activities • knowledge of environmental and resource hazards/risks.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • evidence is relevant to the particular workplace role, including work area, equipment, systems, and documentation • review of current work area directly relating to own work, to assess measurement of resources used, hazards and compliance • individual or team discussion about potential for increased resource efficiency within current work area • access to workplace documents, information and resources (such as compliance obligations, enterprise

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EVIDENCE GUIDE	
	plans, work responsibilities).
Method of assessment	A range of assessment methods should be used t assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of demonstrated techniques over time and in a range of situations • analysis of responses to case studies and scenarios • review of documentation measuring current resource usage • evaluation of techniques used to document and measure current usage of resources • review of identified and reported workplace environmental hazards • evidence of active participation in organisational plans to improve environmental practices and resource efficiency.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBINN201A Contribute to workplace innovation • BSBSMB301A Investigate micro business opportunities • BSBWOR202A Organise and complete daily work activities.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Environmental and resource	• maximising opportunities to improve business environmental performance

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RANGE STATEMENT	
efficiency issues may include:	• minimising environmental risks • promoting more efficient production and consumption of natural resources, for example minimising waste by participating in or using a waste management system • using resources efficiently such as material usage, energy usage (seeking alternative sources of energy or energy conservation) or efficient water usage
Appropriate techniques may include:	• examining and documenting resources in work area • examining invoices from suppliers • examining relevant information and data • measuring resource usage under different conditions • reports from other parties involved in the process of identifying and implementing improvements

Compliance may include:	• meeting relevant laws, by-laws and regulations or best practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act):
	  • international
	  • commonwealth
	  • state/territory
	  • local government
	  • industry
	  • organisation

Organisational plans may include:	• documented policies and procedures • work plans to minimise waste or to increase efficiency of resources such as a green office program, supply chain program for purchasing sustainable products or an environmental management framework
Suggestions may include ideas that help to:	• improve energy efficiency • increase use of renewable, recyclable, reusable and recoverable resources • maximise opportunities such as use of solar power or other alternative forms of energy, where appropriate

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RANGE STATEMENT	
	• prevent and minimise risks • reduce emissions of greenhouse gases • reduce use of non-renewable resources

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Sustainability

Co-requisite units

Co-requisite units		

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BSBSUS301A Implement and monitor environmentally sustainable work practices

Modification History

Release	Comments
Release 2	New release of this Unit with *version 7.0 of BSB07 Business Services Training Package*. Environmental assets italicised and bolded in PC 3.6 AND identified in Range Statement.
Release 1	Initial release of this Unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to effectively analyse the workplace in relation to environmentally sustainable work practices and to implement improvements and monitor their effectiveness.

This unit requires the ability to access industry information, applicable legislative and occupational health and safety (OHS) guidelines.

Application of the Unit

Application of the unit	This unit applies to those with responsibility for a specific area of work or who lead a work group or team. It addresses the knowledge, processes and techniques necessary to implement and monitor environmentally sustainable work practices, including the development of processes and tools, such as: • identifying areas for improvement • developing plans to make improvements • implementing and monitoring improvements in environmental performance. A person who demonstrates competence in this unit must be able to provide evidence of the ability to implement and monitor integrated environmental and resource efficiency management policies and procedures within an organisation. Evidence must be strictly relevant to the

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	particular workplace role.

Licensing/Regulatory Information

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant national, state and territory legislation, regulations and codes of practice impact upon this unit.

Pre-Requisites

Prerequisite units		

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	**Performance Criteria**
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Investigate current practices in relation to resource usage	1.1 Identify environmental regulations applying to the enterprise 1.2 Analyse procedures for assessing ***compliance*** with environmental/sustainability regulations 1.3 Collect information on environmental and resource efficiency systems and procedures, and provide to the work group where appropriate

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	1.4 Collect, analyse and organise information from a range of ***sources*** to provide information/advice and tools/resources for improvement opportunities 1.5 Measure and document current resource usage of members of the work group 1.6 Analyse and document current ***purchasing strategies*** 1.7 Analyse current work processes to access information and data to assist in identifying areas for improvement
2. Set targets for improvements	2.1 Seek input from ***stakeholders, key personnel and specialists*** 2.2 Access external sources of information and data as required 2.3 Evaluate alternative solutions to workplace environmental issues 2.4 Set efficiency targets
3. Implement performance improvement strategies	3.1 Source and use appropriate ***techniques and tools*** to assist in achieving efficiency targets 3.2 Apply continuous improvement strategies to own work area of responsibility, including ideas and possible solutions to communicate to the work group and management 3.3 Implement and integrate ***environmental and resource efficiency improvement plans*** for own work group with other operational activities 3.4 Supervise and support team members to identify possible areas for improved practices and resource efficiency in work area 3.5 Seek ***suggestions*** and ideas about environmental and resource efficiency management from stakeholders and act upon where appropriate 3.6 Implement costing strategies to fully utilise ***environmental assets***
4. Monitor performance	4.1 Use and/or develop evaluation and monitoring, tools and technology 4.2 Document and communicate outcomes to report on efficiency targets to key personnel and stakeholders 4.3 Evaluate strategies and improvement plans 4.4 Set new efficiency targets, and investigate and apply new tools and strategies 4.5 Promote successful strategies and reward participants where possible

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to analyse problems, to devise solutions and to reflect on approaches taken
- change management skills
- communication skills to answer questions, clarify and acknowledge suggestions relating to work requirements and efficiency
- communication/consultation skills to support information flow from stakeholders to the work group
- innovation skills to identify improvements, to apply knowledge about resource use to organisational activities and to develop tools
- literacy skills to comprehend documentation, to interpret environmental and energy efficiency requirements, to create tools to measure and monitor improvements and to report outcomes
- numeracy skills to analyse data on organisational resource consumption and waste product volumes
- planning and organising skills to implement environmental and energy efficiency management polices and procedures relevant to own work area
- problem-solving skills to devise approaches to improved environmental sustainability and to develop alternative approaches as required
- technology skills to operate and shut down equipment; where relevant, to use software systems for recording and filing documentation to measure current usage; and to use word processing and other basic software for interpreting charts, flowcharts, graphs and other visual data and information
- supervisory skills to work effectively with a team.

Required knowledge

- best practice approaches relevant to own area of responsibility and industry
- compliance requirements within work area for all relevant environmental/sustainability legislation, regulations and codes of practice including resource hazards/risks associated with work area, job specifications and procedures
- environmental and energy efficiency issues, systems and procedures specific to industry practice
- external benchmarks and support for particular benchmarks to be used within organisation, including approaches to improving resource use for work area and expected outcomes

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- OHS issues and requirements
- organisational structure and reporting channels and procedures
- quality assurance systems relevant to own work area
- strategies to maximise opportunities and to minimise impact relevant to own work area
- supply chain procedures
- terms and conditions of employment including policies and procedures, such as daily tasks, work area responsibilities, employee, supervisor and employer rights, equal opportunity.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • knowledge of relevant compliance requirements within work area • developing plans to make improvements • planning and organising work group activities in relation to measuring current use and devising strategies to improve usage • monitoring resource use and improvements for environmental performance relative to work area and supervision • ensuring appropriate action is taken within work area in relation to environmental/sustainability compliance and potential hazards • implementing new approaches to work area in an effort to resolve and improve environmental and resource efficiency issues and reporting as required.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to a range of environment/sustainability legislation, standards, guidelines and procedural requirements relevant to specific work area, daily

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	responsibilities and supervision • access to a range of information, workplace documentation and resources such as compliance obligations, organisation plans, work supervision and responsibilities • access to reports from other parties involved in the process of identifying and implementing improvements • evidence is relevant to the particular workplace role, including work area, staff, stakeholders, equipment, systems and documentation.
Method of assessment	A range of assessment methods should be used t assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • response to case studies • review of reports of activities of work group in relation to measuring resource use and developing improvement strategies • review of work plans outlining approaches to improved practices with documented benchmarks • analysis of the way in which advice is sought and suggestions are made about improvements • observation over time and in a range of situations in relation to review of overall work area and staff, to assess and measure resource use, hazards and compliance • review of checklists to identify and assess resource usage at the beginning and end of the unit; reports on meetings around procedures and improvement processes and monitoring within the workplace; lists of environmental hazards/risks or inefficiencies or opportunities for improvements identified in the workplace • analysis of implementation of programs such as a green office program, supply chain program for purchasing sustainable products, or an environmental management framework • oral or written questioning to assess knowledge of environmental and energy efficiency issues, systems and procedures specific to industry practice.

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Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Compliance may include:	• meeting relevant laws, by-laws and regulations or best practice or codes of practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act):
	  • international
	  • commonwealth
	  • state/territory
	  • industry
	  • organisation.

Sources may include:	• organisation specifications • regulatory sources • relevant stakeholders • resource use.
Purchasing strategies may include:	• influencing suppliers to take up environmental sustainability approaches • researching and participating in programs such as a supply chain program to purchase sustainable products.

Stakeholders, key personnel and specialists may include:	• individuals and groups both inside and outside the organisation who have direct or indirect interest in the organisation’s conduct, actions, products and services, including:
	  • customers
	  • employees at all levels of the organisation
	  • government

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	• investors • local community • other organisations • suppliers • key personnel within the organisation, and specialists outside the organisation who may have particular technical expertise.
Techniques and tools may include:	• examination of invoices from suppliers • examination of relevant information and data • measurements made under different conditions • others as appropriate to the specific industry context.

Environmental and resource efficiency improvement plans may include:	• addressing environmental and resource sustainability initiatives such as environmental management systems, action plans, green office programs, surveys and audits
	• applying the waste management hierarchy in the workplace
	• determining organisation's most appropriate waste treatment including waste to landfill, recycling, re-use, recoverable resources and wastewater treatment
	• initiating and/or maintaining appropriate organisational procedures for operational energy consumption, including stationary energy and non-stationary (transport)
	• preventing and minimising risks, and maximising opportunities such as:
	  • improving resource/energy efficiency
	  • reducing emissions of greenhouse gases
	• reducing use of non-renewable resources
	• referencing standards, guidelines and approaches such as:
	  • ecological footprinting
	  • Energy Efficiency Opportunities Bill 2005
	  • Global Reporting Initiative
	  • green office program – a cultural change program
	  • green purchasing
	  • Greenhouse Challenge Plus (Australian government initiative)
	  • ISO 14001:1996 Environmental management systems life cycle analyses

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	• product stewardship • supply chain management • sustainability covenants/compacts • triple bottom line reporting.

Suggestions may include ideas that help to:	• prevent and minimise risks and maximise opportunities such as:
	  • usage of solar or renewable energies where appropriate
	  • reducing emissions of greenhouse gases
	  • reducing use of non-renewable resources
	  • making more efficient use of resources, energy and water
	• maximising opportunities to re-use, recycle and reclaim materials
	• identifying strategies to offset or mitigate environmental impacts:
	  • purchasing carbon credits
	  • energy conservation
	  • reducing chemical use
	  • reducing material consumption
	• expressing purchasing power through the selection of suppliers with improved environmental performance e.g. purchasing renewable energy
	• eliminating the use of hazardous and toxic materials.

Environmental assets may include:	• assets of the natural environment such as:
	  • biological assets (produced or natural)
	  • land
	  • water areas with their ecosystems
	  • subsoil, and
	  • air.

Unit Sector(s)

Unit sector	

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Competency field

Industry Capability – Sustainability

Co-requisite units

Co-requisite units		

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BSBSUS401 Implement and monitor environmentally sustainable work practices

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 2.0. Version created to better align unit to AQF level.

Application

This unit describes the skills and knowledge required to effectively analyse the workplace in relation to environmentally sustainable work practices and to implement improvements and monitor their effectiveness.

It applies to individuals with responsibility for a specific area of work or who lead a work group or team and addresses the knowledge, processes and techniques necessary to implement and monitor environmentally sustainable work practices, including the development of processes and tools.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Industry Capability – Sustainability

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Investigate current practices in relation to resource usage	1.1 Identify environmental regulations applying to the enterprise 1.2 Analyse procedures for assessing compliance with

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ELEMENT	PERFORMANCE CRITERIA
	environmental/sustainability regulations 1.3 Collect information on environmental and resource efficiency systems and procedures, and provide to the work group where appropriate 1.4 Collect, analyse and organise information from a range of sources to provide information/advice and tools/resources for improvement opportunities 1.5 Measure and document current resource usage of members of the work group 1.6 Analyse and document current purchasing strategies 1.7 Analyse current work processes to access information and data to assist in identifying areas for improvement
2. Set targets for improvements	2.1 Seek input from stakeholders, key personnel and specialists 2.2 Access external sources of information and data as required 2.3 Evaluate alternative solutions to workplace environmental issues 2.4 Set efficiency targets
3. Implement performance improvement strategies	3.1 Source and use appropriate techniques and tools to assist in achieving efficiency targets 3.2 Apply continuous improvement strategies to own work area of responsibility, including ideas and possible solutions to communicate to the work group and management 3.3 Implement and integrate environmental and resource efficiency improvement plans for own work group with other operational activities 3.4 Supervise and support team members to identify possible areas for improved practices and resource efficiency in work area 3.5 Seek suggestions and ideas about environmental and resource efficiency management from stakeholders and act upon where appropriate 3.6 Implement costing strategies to fully utilise environmental assets
4. Monitor performance	4.1 Use and/or develop evaluation and monitoring, tools and technology 4.2 Document and communicate outcomes to report on efficiency targets to key personnel and stakeholders 4.3 Evaluate strategies and improvement plans 4.4 Set new efficiency targets, and investigate and apply new tools

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ELEMENT	PERFORMANCE CRITERIA
	and strategies 4.5 Promote successful strategies and reward participants where possible

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.4, 1.6, 1.7, 2.3, 3.1	• Identifies and analyses complex texts to determine legislative, regulatory and business requirements • Reviews reported information to evaluate workplace strategies and improvement practices
Writing	1.5, 1.6, 2.1, 2.2, 2.4, 3.1-3.3, 4.4, 4.5	• Documents findings of investigations from written and oral sources according to organisational requirements • Provides updates about progress using formats and language appropriate to the audience and context
Oral Communication	2.1, 2.2, 3.3-3.5, 4.4, 4.5	• Presents information and seeks advice using structure and language appropriate to audience • Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding
Numeracy	1.5, 2.4, 3.1, 3.6, 4.4	• Analyses numerical information to measure usage and calculates metric measurements, quantities/ratios and financial data using appropriate tools
Navigate the world of work	1.1, 1.2	• Recognises and follows legislative requirements and organisational policies and procedures associated with own role
Interact with others	1.3, 2.1, 2.2, 3.3-3.5, 4.2, 4.4, 4.5	• Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to seek or share information • Collaborates and consults with a range of stakeholders to achieve shared understanding of individual roles in meeting objectives
Get the work done	1.2, 1.4-1.7, 2.3, 2.4, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.3, 4.4	• Develops plans to manage routine and non-routine tasks for own work group with an awareness of how they contribute to the broader organisation • Uses systematic, analytical processes to set

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		environmental targets, gather relevant information, identify and evaluate alternative approaches • Evaluates outcomes of decisions to identify opportunities for improvement • Uses the main features and functions of digital tools to complete work tasks and access information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBSUS401 Implement and monitor environmentally sustainable work practices	BSBSUS301 Implement and monitor environmentally sustainable work practices	Recoded to meet AQF standards	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSUS401 Implement and monitor environmentally sustainable work practices

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 2.0. Version created to better align unit to AQF level.

Performance Evidence

Evidence of the ability to:

- analyse information from a range of sources to identify current procedures, practices and compliance requirements in relation to environmental and resource sustainability
- consult and communicate with relevant stakeholders to seek input and encourage engagement with developing and implementing sustainability improvements, encourage feedback and suggestions and report on outcomes
- plan and organise work group activities to:
  - measure current resource usage
  - solve problems and generate ideas for improvements
  - evaluate and implement strategies to improve resource usage
  - plan, implement and integrate improvements into operations
  - meet environmental requirements
- apply continuous improvement approach to sustainability performance
- apply change management techniques to support sustainability performance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify relevant internal and external sources of information and explain how they can be used to identify sustainability improvements

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- explain the compliance requirements for the work area with reference to legislation, regulations, codes of practice and workplace procedures that relate to environmental and resource issues
- outline common environmental and energy efficiency issues within the industry
- give examples of benchmarks for environmental and resource sustainability that are relevant to the organisation
- outline organisational systems and procedures that relate to environmental and resource sustainability improvements including:
  - supply chain, procurement and purchasing
  - quality assurance
  - making recommendations and seeking approvals

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the sustainability field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies or, where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWHS201 Contribute to health and safety of self and others

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to work in a manner that is healthy and safe in relation to self and others and to respond to emergency incidents. It covers following work health and safety (WHS) and emergency procedures and instructions, implementing WHS requirements and participating in WHS consultative processes.

It applies to individuals who require a basic knowledge of WHS to carry out work in a defined context under direct supervision or with some individual responsibility, in a range of industry and workplace contexts.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the Model WHS *Act* has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Work safely	1.1 Follow provided safety procedures and instructions when

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ELEMENT	PERFORMANCE CRITERIA
	working 1.2 Carry out pre start systems and equipment checks according to workplace procedures 1.3 Follow workplace procedures for responding to emergency incidents
2. Implement work safety requirements	2.1 Identify designated persons to whom queries and concerns about safety in the workplace should be directed 2.2 Identify existing and potential hazards in the workplace, report them to designated persons and record them according to workplace procedures 2.3 Identify and implement WHS procedures and work instructions 2.4 Identify and report emergency incidents and injuries to designated persons according to workplace procedures 2.5 Identify WHS duty holders and their duties for own work area
3. Participate in WHS consultative processes	3.1 Contribute to workplace meetings, inspections and other WHS consultative activities 3.2 Raise WHS issues with designated persons according to organisational procedures 3.3 Take actions to eliminate workplace hazards and reduce risks

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 2.1, 2.3, 2.4, 2.5	• Identifies and interprets information in relation to WHS and emergency incidents
Writing	1.2, 2.2, 2.4, 3.2	• Uses structures and language appropriate to audience and context in reports giving factual information
Oral Communication	2.2, 2.3, 2.4, 3.1, 3.2	• Uses structures and language appropriate to audience and context in reports, descriptions, opinions and explanations • Extracts meaning from reports,

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		descriptions, opinions and explanations
Navigate the world of work	1.1, 1.2, 1.3, 2.1,2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3	• Takes responsibility for following WHS legal requirements • Follows protocols and procedures related to own role • Seeks assistance from others when WHS issues are beyond scope of immediate responsibilities
Get the work done	1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.1, 3.3	• Plans, organises and implements routine tasks in order to optimise health and safety • Selects and implements actions from predetermined procedures

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWHS201 Contribute to health and safety of self and others	BSBWHS201A Contribute to health and safety of self and others	Updated to meet Standards for Training Packages Minor edits to clarify intent of performance criteria	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWHS201 Contribute to health and safety of self and others

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- follow all relevant procedures and instructions relating to work health and safety (WHS) and emergency incidents
- identify and report hazards to designated personnel
- contribute to WHS consultative processes.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain workplace safety procedures and instructions including:
  - checking systems and equipment
  - conducting routine work operations
  - requirements for personal protective equipment (PPE)
  - how to report incidents and injuries
- explain emergency procedures including those for fires and incidents
- define the meaning of commonly used hazard signs and safety symbols
- summarise the duty holder responsibilities, as specified in WHS Acts, regulations and codes of practice, of:
  - self and fellow workers
  - persons conducting businesses or undertakings (PCBUs)
  - officers
  - others in the workplace
- explain the difference between hazards and risks

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- describe typical WHS hazards that may be present in the workplace, the harm they can cause and how this harm occurs
- outline the process of hazard identification and risk reduction.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- relevant organisational policies, standard operating procedures and work instructions
- relevant Acts, regulations, codes of practice
- workplace tools, equipment and resources
- personal protective equipment appropriate to the role and work area.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWHS301 Maintain workplace safety

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to implement and monitor the organisation’s work health and safety (WHS) policies, procedures and programs as part of a small work team.

The unit applies to individuals who have a key role in maintaining workplace safety in an organisation. In their role they closely monitor aspects of work associated with the safe delivery of products and services, and they have a responsibility for influencing safety in the workplace.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Assist with	1.1 Use WHS legislation as the basis for meeting the health and

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ELEMENT	PERFORMANCE CRITERIA
incorporating WHS policies and procedures into work team processes	safety requirements of a small work team 1.2 Assist in providing and clearly explaining information to the work team about the organisation's WHS policies, procedures, programs and legislative requirements 1.3 Assist in regularly providing and clearly explaining information to the work team about identifying hazards and risk assessment outcomes
2. Support participative arrangements for managing WHS	2.1 Implement and monitor organisational consultative procedures to facilitate participation of the work team in managing work area WHS 2.2 Deal promptly with issues raised through consultation according to organisational procedures for issue resolution 2.3 Encourage and assist work team members to contribute to managing WHS 2.4 Engage with individuals and work teams to identify and implement improvements in managing WHS feedback
3. Support the organisation's procedures for providing WHS training	3.1 Provide advice on WHS training needs of individuals and the work team 3.2 Provide advice on strategies and opportunities for developing work team's WHS competence 3.3 Provide coaching and mentoring assistance to work team members to support the effective development of individual and team WHS competence
4. Participate in identifying hazards, and assessing and controlling risks for the work area	4.1 Provide advice on hazards in the work area according to organisational policies and procedures, and WHS legal requirements 4.2 Support the implementation of procedures to control risks using the hierarchy of control and according to organisational procedures and WHS legal requirements 4.3 Identify and report inadequacies in existing risk control measures according to organisational procedures, the hierarchy of control and WHS legal requirements 4.4 Accurately complete and maintain WHS incident records in the work area according to organisational procedures and WHS legislative requirements

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3	• Interprets and analyses legislative and organisational documentation • Applies appropriate strategies to construct meaning from legislative and organisational documentation
Writing	1.2, 1.3, 4.3, 4.4	• Documents WHS information using required format and industry specific vocabulary
Oral communication	1.2, 1.3, 3.3	• Presents information using language appropriate to audience • Uses questioning and active listening to confirm understanding
Navigate the world of work	1.1, 1.2, 2.2, 4.1, 4.2, 4.3	• Follows policies, procedures and legislative requirements relevant to own role • Keeps up to date on changes to legislation or regulations relevant to own role
Interact with others	2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.3, 4.4	• Selects appropriate communication protocols and conventions to provide information to others • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role on occasion • Beginning to provide feedback to others in forms they can engage with and respond to in the context of encouraging participative contributions
Get the work done	2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4	• Sequences and schedules activities, monitors implementation and manages relevant communication • Initiates standard procedures when responding to issues raised through consultation • Uses feedback to identify and implement opportunities improve arrangements for managing WHS issues to improvement

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBWHS301 Maintain workplace safety	BSBWHS301A Maintain workplace safety	Updated to meet Standards for Training Packages Minor edits to clarify intent of performance criteria	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWHS301 Maintain workplace safety

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- implement and monitor the organisation's work health and safety (WHS) policies and procedures
- identify hazards and assess and control risks
- assist in explaining and improving WHS policies, procedures and legislative requirements applicable to the organisation
- assist in explaining hazards identification and risk assessment outcomes to other team members
- implement and monitor consultation about WHS according to legislative and organisational requirements
- deal promptly with issues raised as a result of WHS consultation
- encourage work team to contribute to identifying and implementing improvements to WHS feedback
- assist others to develop WHS competence and provide advice on training needs
- complete WHS documentation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe characteristics and composition of the work team
- describe procedures for identifying hazards and assessing and controlling associated risks to health and safety, including the hierarchy of control
- outline organisational WHS policies and procedures including those relating to risk management, fire, emergencies, evacuation, incident investigation and reporting

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- describe relevant Acts, regulations and codes of practice from all levels of government that impact on business operations, especially with regard to WHS and environmental issues, equal opportunity, industrial relations and anti-discrimination
- identify WHS aspects of other organisational systems and procedures.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- safety processes relevant to the area of work
- organisational policies and procedures, standard operating procedures and plans
- WHS Acts, regulations, codes of practice, licensing requirements and standards
- appropriate office equipment and resources used in the identification and rectification of WHS compliance breaches.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWHS303 Participate in WHS hazard identification, risk assessment and risk control

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to maintain a healthy and safe workplace through participation in the process of identifying work health and safety (WHS) hazards and assessing and controlling WHS risks, and the promotion and support of worker consultation.

It applies to individuals who assist with the identification of workplace hazards and the assessment and control of WHS risks as part of their WHS responsibilities, which are in addition to their main duties.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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ELEMENT	PERFORMANCE CRITERIA
1. Participate in workplace hazard identification	1.1 Participate in selecting hazard identification methods suitable for the workplace 1.2 Use selected methods to identify, report and record hazards according to workplace procedures and WHS Acts, regulations and codes of practice 1.3 Provide information and assistance to persons conducting hazard identification
2. Participate in WHS risk assessment	2.1 Participate in selecting suitable risk assessment methods for the workplace 2.2 Use selected methods to assess and record risks according to workplace procedures and WHS Acts, regulations and codes of practice 2.3 Provide information and assistance to persons conducting risk assessments
3. Promote and support worker consultation and participation in hazard identification and risk assessment	3.1 Advise workers of, and consult them about, hazard identification and risk assessment activities, according to workplace WHS consultation and participation policies, procedures and processes 3.2 Encourage workers to participate in these activities according to workplace WHS consultation and participation policies, procedures and processes 3.3 Advise workers of, and consult them about, the results and outcomes of these activities, according to workplace WHS consultation and participation policies, procedures and processes
4. Participate in developing, selecting and implementing WHS risk controls	4.1 Obtain workplace records of the outcomes of hazard identifications and risk assessments, and use them to participate in developing risk control options 4.2 Apply knowledge of WHS Acts, regulations, codes of practice, other information and guidelines, and workplace policies, procedures and processes to identify duty holders 4.3 Participate in selecting risk control options using appropriate criteria 4.4 Identify and report factors impeding successful implementation of selected risk controls 4.5 Participate in developing a risk control implementation and evaluation plan 4.6 Provide information about the implementation and evaluation plan to individuals and parties

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ELEMENT	PERFORMANCE CRITERIA
5. Support effective worker consultation and participation in the risk control process	5.1 Advise workers of, and consult them about, developing risk control options, and selecting and implementing risk controls, according to workplace WHS consultation and participation policies, procedures and processes 5.2 Encourage workers to participate in these activities according to workplace WHS consultation and participation policies, procedures and processes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 4.1, 4.3, 4.4	• Interprets and identifies information from WHS legislation, workplace policy and procedure and records
Writing	1.2, 1.3, 2.2, 2.3, 3.1-3.3, 4.5, 4.6, 5.1, 5.2	• Uses formats and language appropriate to audience and context in plans, reports and general advice
Oral communication	1.1-1.3, 2.1-2.3, 4.6	• Presents information or assistance using appropriate levels of industry specific vocabulary • Uses listening and questioning to clarify and confirm understanding
Navigate the world of work	1.2, 2.2, 3.1, 3.3, 4.2, 5.1, 5.2	• Follows legal and regulatory responsibilities and organisational policies and procedures in relation to WHS role • Keeps up to date on changes to WHS legislation or regulations and organisational policies and procedures
Interact with others	1.1, 1.3, 2.1, 2.3, 3.2, 3.3, 4.3, 4.5, 4.6, 5.1, 5.2	• Understands what to communicate and to whom in a range of contexts • Cooperates with others as part of WHS activities and contributes to specific activities requiring joint responsibility and accountability • Shares information and resources, offers assistance voluntarily and provides feedback when requested • Plays an active role in group discussions, paying attention to perspectives of others and encouraging

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		participation
Get the work done	1.1, 1.2, 2.1, 2.2, 4.3	• Plans and implements tasks to achieve required outcomes • Uses formal decision-making processes, setting or clarifying goals, gathering information and identifying and evaluating choices against a set of criteria in the WHS risk-management process

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWHS303 Participate in WHS hazard identification, risk assessment and risk control	BSBWHS303A Participate in WHS hazard identification, risk assessment and risk control	Updated to meet Standards for Training Packages Minor edits to clarify intent of performance criteria	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWHS303 Participate in WHS hazard identification, risk assessment and risk control

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- participate in selection and use of required methods to identify, report and record hazards
- assess and record risks for identified hazards
- promote and support worker consultation and participation in hazard identification and risk assessment
- participate in developing, selecting and implementing risk control options and plans.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the relevant Commonwealth and state or territory Acts, regulations, codes of practice standards, guidance material and other relevant publications
- summarise work health and safety (WHS) legislative requirements about:
  - communication, consultation and participation
  - notification of incidents
  - recordkeeping
  - specific hazard identification and risk assessment and control methods
- list the basic principles of incident causation and injury processes
- explain the concept of hazards, risks and risk factors
- describe hazard identification and risk assessment methods
- identify internal and external sources of WHS information and data, and how to access them
- summarise organisational WHS policies, procedures, processes and systems

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- describe the range of WHS hazards that may be present in the workplace, the harm they can cause and how this harm occurs
- describe risk control options for different hazards and work situations
- identify types of hazard and risk registers
- describe the workplace communication processes for sharing information about hazard identification, and risk assessment and control.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- organisational policies, standard operating procedures and plans
- Acts, regulations, codes of practice, licensing requirements and standards
- relevant data files
- appropriate resources to manage the identification and rectification of breaches in compliance requirements.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWHS304 Participate effectively in WHS communication and consultation processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to participate in work health and safety (WHS) communication and consultation processes.

It applies to individuals who participate in WHS communication and consultation processes as part of their work health and safety responsibilities, which are in addition to their main duties.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the National Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Contribute to	1.1 Apply knowledge of WHS Acts, regulations, codes of practice,

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ELEMENT	PERFORMANCE CRITERIA
establishing and running WHS consultation and participation processes	policies and procedures to contribute to the development and running of WHS consultation and participation processes 1.2 Identify and communicate barriers to effective WHS consultation and participation processes 1.3 Contribute to removing these barriers 1.4 Identify, record and communicate to others, the duties, rights and responsibilities of individuals and parties in the consultation process
2. Raise WHS issues with others	2.1 Raise relevant WHS issues in meetings and support others to do this 2.2 Record and communicate WHS discussions and their outcomes in accordance with workplace procedures 2.3 Effectively follow up the outcomes of meetings as appropriate 2.4 Communicate outcomes of these meetings to others
3. Contribute to obtaining and communicating information about WHS issues	3.1 Identify sources of WHS information 3.2 Use tools and techniques to locate and obtain WHS information 3.3 Communicate relevant WHS information to others using appropriate communication methods

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.4, 3.1, 3.2	• Interprets a range of textual information to determine regulatory and procedural requirements and necessary actions
Writing	1.2, 1.4, 2.2, 2.4, 3.3	• Records key information in a sequential manner using required format, correct grammar and industry specific vocabulary
Oral Communication	1.2, 1.4, 2.1, 2.2, 2.4, 3.3	• Present information using language and non-verbal features appropriate to audience • Uses questioning and listening techniques to obtain feedback from others and resolve issues
Navigate the	1.1, 2.2	• Follows policies, procedures and legislative

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world of work		requirements relevant to own role
Interact with others	1.1, 1.4, 2.1, 2.2, 2.4, 3.3	• Selects and uses appropriate conventions and protocols when communicating with others in a range of work contexts • Uses appropriate interpersonal skills to encourage contributions and elicit ideas from others
Get the work done	1.1-1.4, 2.1, 2.3, 3.1-3.3	• Sequences and schedules activities, monitors implementation and manages relevant communication • Identifies barriers to consultation and applies problem solving processes to determine possible solutions • Uses the main features and functions of digital tools to access information or communicate effectively

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWHS304 Participate effectively in WHS communication and consultation processes	BSBWHS304A Participate effectively in WHS communication and consultation processes	Updated to meet Standards for Training Packages Minor edits to clarify intent of performance criteria	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWHS304 Participate effectively in WHS communication and consultation processes

Modification History

Release	Comments
Revision 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- participate in work health and safety (WHS) communication and consultation processes, including communicating WHS information to others
- raise WHS issues in meetings and follow up on outcomes
- take appropriate actions to remove barriers to communication and consultation processes
- support others to raise relevant WHS issues.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe the purpose of organisational WHS policies, procedures, processes and systems
- outline the key requirements of relevant commonwealth and state/territory WHS Acts, regulations, codes of practice, standards and guidance material, and other relevant publications
- describe potential barriers to WHS consultation processes and how the barriers may be overcome
- explain the roles and responsibilities of WHS personnel
- describe how the consultation process influences and is related to workplace information management procedures, processes and systems
- describe methods to engage others with workplace procedures, and information sourcing and sharing.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- organisational policies, standard operating procedures, procedures and plans with information on compliance requirements
- relevant Acts, regulations, codes of practice, licensing requirements, standards
- relevant WHS data files
- appropriate office equipment and resources.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWHS305 Contribute to WHS issue resolution

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to contribute to work health and safety (WHS) issue-resolution processes, and to communicate their outcomes.

It applies to individuals who contribute to the resolution of WHS issues in the workplace as part of their WHS responsibilities which are in addition to their main duties.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to contribute to the resolution of WHS issues	1.1 Identify relevant parts of WHS Acts, regulations, codes of practice and workplace policies and procedures that apply to the WHS issue-resolution process 1.2 Identify possible participants in the WHS issue-resolution

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ELEMENT	PERFORMANCE CRITERIA
	process and their legal rights, duties and responsibilities 1.3 Identify, clarify and record WHS issues and communicate and discuss these issues with other participants as appropriate 1.4 Provide support and advice to workers about issue-resolution tools, techniques and strategies that can be used to resolve WHS issues 1.5 Make other preparations as necessary
2. Progress the resolution of WHS issues	2.1 Participate in the issue-resolution process 2.2 Provide support and advice to participants as appropriate according to workplace procedures and processes 2.3 Contact external participants to help progress issue-resolution processes when appropriate
3. Effectively communicate outcomes of WHS issue-resolution process	3.1 Select the best means to communicate the results of the issue-resolution process to participants 3.2 Disseminate results of the issue-resolution process to all participants 3.3 Contribute to keeping records of WHS issue-resolution processes and outcomes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.4, 3.3	• Interprets texts relating to WHS legislation, workplace policy and procedures • Interprets documentation relating to specific issues
Writing	1.3, 1.4, 2.2, 2.3, 3.2, 3.3	• Uses formats and language appropriate to audience and context in plans, summaries, reports and advice
Oral communication	1.3, 1.4, 2.1-2.3, 3.2, 3.3	• Presents information, provides assistance, or engages in discussions using vocabulary and features appropriate to the audience • Uses listening and questioning to clarify and confirm understanding

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Navigate the world of work	1.1, 1.2	• Takes responsibility for adherence to legal and regulatory responsibilities and organisational policies and procedures in relation to WHS role • Keeps up to date on changes to WHS legislation or regulations and organisational policies and procedures
Interact with others	1.4, 2.1-2.3, 3.2	• Understands what to communicate and to whom in a issue-resolution process • Cooperates with others as part of WHS issues-resolution activities and contributes to specific activities requiring joint responsibility and accountability • Plays an active role in group discussions, paying attention to perspectives of others when trying to reach agreement • When unable to resolve an issue, seeks advice and assistance in accordance with workplace protocols
Get the work done	1.3-1.5, 3.1, 3.3	• Plans and implements tasks to achieve required outcomes • Uses digital systems and programs to assist with planning, implementing and tracking progress • Uses formal decision-making processes, setting or clarifying goals, gathering information and identifying and evaluating choices against a set of criteria in selecting means of communication

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWHS305 Contribute to WHS issue resolution	BSBWHS305A Contribute to WHS issue resolution	Updated to meet Standards for Training Packages Minor edits to clarify intent of performance criteria	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWHS305 Contribute to WHS issue resolution

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- prepare to contribute to work health and safety (WHS) issue resolution including:
  - identifying relevant Acts, regulations, codes of practice and workplace policies and procedures
  - identifying possible participants and their roles and responsibilities
  - recording WHS issues
  - communicating WHS issues with participants
  - providing advice and support to others about issue resolution tools, techniques and strategies
  - identifying and responding to other preparations that might be needed
- progress the WHS issue resolution process by:
  - communicating effectively to make a contribution
  - supporting and advising others to contribute according to workplace procedures and processes
  - contacting external participants when appropriate to help resolve of issues
- disseminate the results of the WHS issue resolution using appropriate methods and formats
- contribute to keeping records of WHS issue resolution and outcomes.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify sources of WHS information and data, and how to access them

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- explain the legislative requirements for WHS issue resolution, information provision, data collection, consultation and reporting
- identify organisational policies and procedures for WHS agreements and issue resolution
- list and describe roles and responsibilities of individuals and parties under WHS legislation
- describe types of issue resolution tools, techniques and strategies.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- organisational policies, standard operating procedures, procedures and plans
- relevant Acts, regulations, codes of practice, licensing requirements and standards
- office equipment and resources
- interaction with others
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWHS401 Implement and monitor WHS policies, procedures and programs to meet legislative requirements

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package release 1.0

Application

This unit describes the skills and knowledge required to implement and monitor an organisation's work health and safety (WHS) policies, procedures and programs in the relevant work area in order to meet legislative requirements.

It applies to individuals with supervisory responsibilities for implementing and monitoring the organisation's WHS policies, procedures and programs in a work area. These individuals have a broad knowledge of WHS policies and contribute well developed skills in creating solutions to unpredictable problems through analysis and evaluation of information from a variety of sources. They provide supervision and guidance to others and have limited responsibility for the output of others.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	*Performance criteria describe the performance needed to*

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes.	*demonstrate achievement of the element.*
1. Provide information to the work team about WHS policies and procedures	1.1 Accurately explain to the work team relevant provisions of WHS Acts, regulations and codes of practice 1.2 Provide information about the organisation's WHS policies, procedures and programs, and ensure it is readily accessible to, and understandable by the work team 1.3 Regularly provide and clearly explain to the work team information about identified hazards and the outcomes of risk assessment and control
2. Implement and monitor participation arrangements for managing WHS	2.1 Communicate to workplace parties the importance of effective consultation mechanisms in managing health and safety risks in the workplace 2.2 Apply consultation procedures to facilitate participation of the work team in managing work area hazards 2.3 Promptly deal with issues raised through consultation, according to organisational consultation procedures and WHS legislative and regulatory requirements 2.4 Promptly record and communicate to the work team the outcomes of consultation over WHS issues
3. Implement and monitor organisational procedures for providing WHS training	3.1 Identify WHS training needs according to organisational requirements and WHS legislative and regulatory requirements 3.2 Make arrangements to meet WHS training needs of team members in consultation with relevant individuals 3.3 Provide workplace learning opportunities and coaching and mentoring assistance to facilitate team and individual achievement of identified WHS training needs 3.4 Identify and report to management the costs associated with providing training for work team, for inclusion in financial and management plans
4. Implement and monitor organisational procedures and legal requirements for identifying hazards and assessing and controlling risks	4.1 Identify and report on hazards in work area according to WHS policies and procedures and WHS legislative and regulatory requirements 4.2 Promptly action team member hazard reports according to organisational procedures and WHS legislative and regulatory requirements 4.3 Implement procedures to control risks using the hierarchy of control, according to organisational and WHS legislative requirements

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ELEMENT	PERFORMANCE CRITERIA
	4.4 Identify and report inadequacies in existing risk controls according to hierarchy of control and WHS legislative requirements 4.5 Monitor outcomes of reports on inadequacies, where appropriate, to ensure a prompt organisational response
5. Implement and monitor organisational procedures for maintaining WHS records for the team	5.1 Accurately complete and maintain WHS records of incidents of occupational injury and disease in work area, according to WHS policies, procedures and legislative requirements 5.2 Use aggregate information and data from work area records to identify hazards and monitor risk control procedures in work area

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 5.2	• Interprets and analyses complex WHS legislative and organisational texts
Writing	1.1-1.3, 2.3, 2.4, 3.1, 3.2, 3.4, 4.1, 4.4, 5.1	• Documents WHS legislative and organisational information using structure, layout and language suitable for audience • Records WHS issues and actions taken according to reporting requirements • Prepares and maintains required records using appropriate structure and vocabulary
Oral communication	1.1-1.3, 2.1, 2.4, 3.2, 3.3, 4.1, 4.4	• Provides WHS legislative and organisational information and advice using structure and language suitable for audience
Numeracy	3.4, 5.2	• Extracts, interprets and comprehends mathematical information in relation to training costs and risk management data
Navigate the world of work	1.1,1.2, 2.3, 3.1, 4.1-4.5, 5.1	• Takes responsibility for adherence to legal and regulatory responsibilities and organisational policies and procedures in relation to WHS • Keeps up to date on changes to WHS legislation or regulations and organisational policies and procedures
Interact with	2.2, 3.2, 3.3	• Selects and uses appropriate conventions and protocols to facilitate consultation or provide feedback

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others		• Initiates and contributes to facilitating consultative role, responding, explaining, clarifying and expanding on ideas and information as required • Collaborates with others to achieve individual and team outcomes
Get the work done	2.2, 3.2, 3.3, 4.1-4.5, 5.1	• Uses combination of formal, logical planning and intuitive understanding of context to identify relevant information and risks, and identify and evaluate alternative strategies • Uses formal decision-making processes, setting or clarifying goals, gathering information and identifying and evaluating choices against a set of criteria • Recognises and takes responsibility for reporting WHS risk control inadequacies • Uses formal and informal processes to monitor implementations of WHS solutions and reflect on outcomes

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWHS401 Implement and monitor WHS policies, procedures and programs to meet legislative requirements	BSBWHS401A Implement and monitor WHS policies, procedures and programs to meet legislative requirements	Updated to meet Standards for Training Packages Minor edits to clarify intent of performance criteria	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWHS401 Implement and monitor WHS policies, procedures and programs to meet legislative requirements

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- explain clearly and accurately to work team the relevant work health and safety (WHS) information including:
  - WHS legislative and organisational requirements
  - identified hazards and outcomes of risk assessment and control
- ensure that the team has access to information about WHS policies, procedures and programs in appropriate structure and language
- implement and monitor procedures according to organisational and legislative WHS requirements including:
  - consultation and communications to enable team members to participate in managing WHS risks and hazards
  - identifying WHS training needs and providing learning opportunities, coaching and mentoring as appropriate to needs
  - identifying, reporting and taking action on WHS hazards and risks
  - identifying and reporting inadequacies in existing risk controls and monitoring outcomes to ensure a prompt organisational response
  - reporting on the cost of WHS training
  - keeping WHS records
  - analysing aggregate WHS data to identify hazards and monitor risk control procedures in work area.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

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Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the legal responsibilities and duties of managers, supervisors, persons conducting businesses or undertakings (PCBUs) and workers in relation to WHS risk management in the workplace
- identify key provisions of relevant WHS Acts, regulations and codes of practice that apply to the business and outline how they apply in the work area
- explain organisational policies and procedures relating to hazard identification, risk management, fire, emergency and evacuation, incident investigation and reporting
- explain the importance of effective consultation mechanisms in managing health and safety risks in the workplace
- explain how the hierarchy of control applies in the work area.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- an actual workplace or simulated environment
- workplace equipment and resources
- examples of documents relating to workplace safety, hazard identification and risk assessment
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWHS402 Assist with compliance with WHS laws

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to assist with providing advice about the legislative duties, rights and obligations of individuals and parties prescribed in work health and safety (WHS) legislation. It includes identification of WHS legislation, duties, rights and obligations and the necessary actions to ensure compliance in the workplace.

This unit applies to individuals who assist with providing advice about the legislative duties, rights and obligations of individuals and parties prescribed in WHS laws as part of a systematic approach to managing WHS. This unit applies to people who work in a broad range of WHS roles across all industries.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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ELEMENT	PERFORMANCE CRITERIA
1 Assist with determining the legal framework for WHS in the workplace	1.1 Access current WHS legislation and related documentation relevant to the organisation's operations 1.2 Use knowledge of the relationship between WHS Acts, regulations, codes of practice, standards and guidance material to assist with determining legal requirements in the workplace 1.3 Assist with identifying and confirming the duties, rights and obligations of individuals and parties as specified in legislation 1.4 Assist with seeking advice from legal advisers where necessary
2 Assist with providing advice on WHS compliance	2.1 Assist with providing advice to individuals and parties about their legal duties, rights and obligations, and the location of relevant information in WHS legislation 2.2 Assist with providing advice to individuals and parties about the functions and powers of the WHS regulator and how they are exercised, and the objectives and principles underpinning WHS
3 Assist with WHS legislation compliance measures	3.1 Assist with assessing how the workplace complies with relevant WHS legislation 3.2 Assist with determining the WHS training needs of individuals and parties, and with providing training to meet legal and other requirements 3.3 Assist with developing and implementing changes to workplace policies, procedures, processes and systems that will achieve compliance

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3,2.1, 2.2, 3.3	• Interprets and analyses complex WHS legislative and organisational texts
Writing	1.4, 2.1, 3.3	• Documents WHS legislative and organisational advice using structure, layout and language suitable for audience • Drafts, documents and updates policies, procedures or processes according to requirements

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		• Uses appropriate vocabulary and register to seek legal advice
Oral communication	1.2-1.4, 2.1, 2.2, 3.1-3.3	• Uses structure and language suitable for audience to provide, seek and discuss WHS legislative information • Uses questioning and active listening to clarify understanding
Navigate the world of work	1.2, 1.3, 2.1, 2.2	• Takes responsibility for adherence to legal and regulatory responsibilities and organisational policies and procedures in relation to WHS role and responsibilities • Keeps up to date on changes to WHS legislation and regulations, and organisational policies and procedures
Interact with others	1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 3.3	• Understands what to communicate, with whom and how, in the context of seeking WHS legal advice • Cooperates with others as part of WHS compliance activities, and contributes to specific activities requiring joint responsibility and accountability • Collaborates with others to achieve individual and team outcomes
Get the work done	3.1-3.3	• Uses combination of formal, logical planning and intuitive understanding of context to identify relevant information and risks, and identify and evaluate alternative strategies in relation to WHS compliance • Uses formal decision making processes, setting or clarifying goals, gathering information and identifying and evaluating choices against a set of criteria in relation to WHS compliance and training needs identification • Contributes to the design of new approaches in relation to WHS compliance

Range of Conditions

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Current WHS legislation and related documentation must include:	• current applicable Commonwealth and state or territory WHS Acts, regulations and codes of practice • organisational WHS policies, procedures, processes and systems • standards, guidance publications and alerts issued by the relevant WHS regulator.

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBWHS402 Assist with compliance with WHS laws	BSBWHS402A Assist with compliance with WHS laws	Updated to meet Standards for Training Packages Edits to clarify intent of Performance Criteria Strengthened Assessment Conditions. Assessors of this unit of competency must hold a WHS qualification or equivalent at Diploma level or higher	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWHS402 Assist with compliance with WHS laws

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to assist with:

- determining current work health and safety (WHS) legal requirements for the workplace
- providing advice to parties and individuals about current WHS legal requirements for the workplace, including underpinning principles, legal duties, rights and obligations and WHS regulator functions and powers
- assessing workplace compliance with WHS legislative requirements
- determining the training needs of individuals and parties in relation to WHS requirements
- developing and implementing workplace changes in order to achieve WHS legal compliance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- detail the duties, rights and obligations of individuals and parties as specified in relevant WHS legislation, and specify the location of relevant information on WHS legislation
- describe the functions and powers of the relevant WHS regulator and how they are exercised
- identify internal and external sources of WHS information, and how to access them
- outline the objectives and principles underpinning WHS legislation
- specify method/s used for:
  - assessing WHS compliance
  - determining training needs in relation to WHS compliance
  - implementing changes to achieve WHS compliance.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- relevant Acts, regulations, codes of practice, standards and guidance material
- relevant workplace documentation
- reports from individuals and parties consulted in ensuring WHS compliance
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements. In addition, assessors for this unit of competency must hold a WHS qualification or equivalent at Diploma level or higher.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWHS403 Contribute to implementing and maintaining WHS consultation and participation processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to contribute to setting up, running and improving work health and safety (WHS) consultation and participation processes that are prescribed in legislation. It also covers contributing to communicating relevant information identifying and delivering related training and improving the consultation and participation processes.

This unit applies to individuals whose job role includes contributing to implementing and maintaining WHS consultation and participation processes in their work area and job role.

This unit applies to people who work in a broad range of WHS roles across all industries.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Identify individuals and parties involved in WHS consultation and participation processes	1.1 Apply knowledge of relevant parts of WHS Acts, regulations, codes of practice, policies and procedures to identify individuals and parties with roles, duties, rights and responsibilities regarding WHS consultation and participation 1.2 Identify what these roles, duties, rights and responsibilities are and, in line with own job role and work area, communicate this information to individuals and parties 1.3 Identify roles, duties, rights and responsibilities as they apply to own job role and work area
2 Contribute to WHS consultation and participation processes	2.1 Identify workplace WHS consultation and participation processes 2.2 Contribute to setting up and running these processes as appropriate to own job role and work area 2.3 Communicate to individuals and parties what these processes are and promote and support the participation of individuals and parties as appropriate to own job role and work area
3 Contribute to processes for communicating and sharing WHS information and data	3.1 Identify consultation and participation processes for communicating and sharing WHS information and data 3.2 Contribute to and participate in these processes, as appropriate to own job role and work area
4 Contribute to identifying and meeting training requirements for effective WHS consultation and participation	4.1 Identify training requirements for individuals and parties necessary for effective WHS consultation and participation 4.2 Contribute to the delivery of required training as appropriate to own job role and work area
5 Contribute to improving WHS consultation and participation processes	5.1 Contribute to the identification and assessment of barriers to the implementation and effectiveness of WHS consultation and participation processes 5.2 Contribute to the development, implementation and evaluation of measures to remove these barriers

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 2.1, 3.1, 4.1	• Interprets and analyses complex WHS legislative and organisational texts
Writing	1.2, 2.2, 2.3, 4.1, 4.2, 5.1, 5.2	• Uses structure, layout and language suitable for audience to draft and document WHS legislative and organisational information • Records required WHS information using appropriate organisational formats
Oral communication	1.2, 2.2, 2.3	• Uses structure and language suitable for audience to provide WHS legislative and organisational information • Uses questioning and active listening to identify and discuss training requirements and barriers to WHS consultation processes
Navigate the world of work	1.1-1.3	• Takes responsibility for adherence to legal and regulatory responsibilities in relation to WHS role and responsibilities • Keeps up to date on changes to WHS legislation or regulations
Interact with others	2.2, 2.3, 3.1, 3.2, 4.2, 5.1, 5.2	• Understands what to communicate, with whom and how in context of consultation and participation processes • Uses a range of strategies to establish a sense of connection with others • Cooperates with others as part of WHS consultation and participation processes, and contributes to specific activities requiring joint responsibility and accountability • Initiates and contributes to facilitating consultative process, responding, explaining, clarifying and expanding on ideas and information as required
Get the work done	2.1, 2.2, 3.1, 4.1, 5.1, 5.2	• Applies formal processes when organising consultation processes, producing plans with logically sequenced steps, reflecting some awareness of time and resource constraints and the needs of others • Implements actions as per plans, making slight adjustments as necessary and addressing some unexpected issues

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		• Uses formal decision-making processes, setting or clarifying goals, gathering information and identifying and evaluating choices against a set of criteria • Uses formal and informal processes to monitor implementation of measures and reflect on outcomes • Uses familiar digital systems and tools to access, organise, analyse and present information

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Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWHS403 Contribute to implementing and maintaining WHS consultation and participation processes	BSBWHS403A Contribute to implementing and maintaining WHS consultation and participation processes	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWHS403 Contribute to implementing and maintaining WHS consultation and participation processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- explain clearly and accurately to individuals and parties the legal roles, duties, rights and responsibilities of self and others regarding work health and safety (WHS) consultation and participation processes
- contribute, as appropriate to job role and work area, to:
  - setting up and running WHS consultation and participation processes to ensure that relevant individuals and parties understand and can participate in the processes
  - identifying training needs to support the WHS consultation and participation processes and providing learning opportunities, coaching and mentoring as appropriate to needs
  - communicating information and data about WHS consultation and participation processes
  - identifying barriers to effective WHS consultation and participation and developing, implementing and evaluating measures to remove the barriers.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe requirements under WHS legislation and organisational policies and procedures for consultation and participation processes and the individuals and parties who need to participate
- describe possible barriers to the implementation and effectiveness of WHS consultation and participation processes and strategies to remove them
- identify internal and external sources of WHS information and data and how to access them

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- describe training requirements for individuals and parties necessary for effective WHS consultation and participation processes

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- office equipment and resources
- relevant Acts, regulations, codes of practice, standards and guidelines
- workplace documentation and personnel.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWHS404 Contribute to WHS hazard identification, risk assessment and risk control

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to contribute to the processes of identifying work health and safety (WHS) hazards, assessing WHS risks, and developing, implementing and evaluating risk controls according to legislative and organisational requirements.

It applies to individuals who contribute to WHS risk management processes in their work role in a range of industry and workplace contexts.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Access information to	1.1 Identify sources of information and data

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ELEMENT	PERFORMANCE CRITERIA
identify hazards and assess and control risks	1.2 Obtain information and data to determine the nature and scope of workplace hazards, the range of harms they may cause and how these harms are caused 1.3 Obtain information and data to determine the nature and scope of workplace risks and risk controls
2 Contribute to compliance and workplace requirements	2.1 Contribute to identifying and complying with requirements of workplace policies, procedures, processes and systems for hazard identification, risk assessment and risk control activities 2.2 Contribute to identifying and complying with requirements of WHS Acts, regulations, codes of practice and guidelines for hazard identification, risk assessment and risk control activities 2.3 Identify duty holders and their range of duties
3 Contribute to workplace hazard identification	3.1 Use knowledge of hazards to advise individuals and parties of workplace hazards, the harms they may cause and how these harms are caused 3.2 Apply knowledge of hazard identification to contribute to selecting techniques, tools and processes to identify workplace hazards 3.3 Contribute to applying selected techniques, tools and processes 3.4 Contribute to documenting hazard identification process and results
4 Contribute to WHS risk assessment	4.1 Apply knowledge of risk assessment to contribute to selecting techniques, tools and processes for risk assessment of hazards 4.2 Contribute to applying techniques, tools and processes to identified hazards 4.3 Contribute to documenting the results of risk assessments
5 Contribute to the development, implementation and evaluation of risk control	5.1 Apply knowledge of risk control to contribute to developing risk control options for identified hazards, using the results of risk assessments 5.2 Contribute to developing and implementing a risk control plan 5.3 Contribute to evaluating implemented risk controls

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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Skill	**Performance Criteria**	**Description**
Reading	1.1, 1.2, 1.3, 2.1, 2.3, 3.2, 3.4, 4.1, 5.1, 5.2	• Locates, interprets and analyses complex WHS legislative and organisational texts
Writing	3.1, 3.4, 4.3, 5.1, 5.2, 5.3	• Uses structure, layout and language suitable for audience to document WHS risk-management processes • Uses appropriate organisational formats and industry specific vocabulary to document risk control plans
Oral communication	2.1, 2.2, 3.1, 3.3, 4.2	• Uses structure and language suitable for audience to communicate information and contribute ideas about WHS risk-management processes
Navigate the world of work	2.1, 2.2, 2.3	• Takes responsibility for adherence to legal and regulatory responsibilities and organisational policies and procedures in relation to WHS risk-management processes • Keeps up to date with WHS legislation or regulations and related organisational policies and procedures
Interact with others	2.1, 2.2, 3.1, 3.3, 4.1, 4.2, 5.1, 5.2, 5.3	• Understands what to communicate, with whom and how in the context of advising on hazards and harms Cooperates with others as part of WHS risk-management processes, and contributes to specific activities requiring joint responsibility and accountability • Collaborates with others to achieve individual and team outcomes
Get the work done	2.1, 2.2, 3.2, 4.1, 5.2, 5.3	• Applies formal processes to plan, sequence and prioritise risk control tasks, showing awareness of time and resource constraints and the needs of others • Uses formal decision-making processes in risk management processes, setting or clarifying goals, gathering information and identifying and evaluating choices against a set of criteria • Applies formal problem-solving processes, identifying and evaluating several options for action • Uses formal and informal processes to monitor and reflect on outcomes of decisions

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBWHS404 Contribute to WHS hazard identification, risk assessment and risk control	BSBWHS404A Contribute to WHS hazard identification, risk assessment and risk control	Updated to meet Standards for Training Packages Minor edits to clarify Performance Criteria	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWHS404 Contribute to WHS hazard identification, risk assessment and risk control

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify and interpret information and data about work health and safety (WHS) requirements and apply it to the selection and application of techniques, tools and processes for hazard identification, risk assessment and risk control and the development of a risk control plan
- contribute to documenting and evaluating risk management processes
- communicate about WHS requirements and compliance with a range of people
- comply with WHS requirements for hazard identification, risk assessment and risk control activities
- identify WHS duty holders and their duties.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the WHS risk management (hazard identification, risk assessment and risk control) requirements specified in:
  - relevant WHS Acts and regulations
  - organisational WHS policies, procedures, processes and systems
- explain the difference between hazards and risks in the work context
- outline a range of common workplace hazards, the harms they may cause and how these harms are caused
- explain how risk assessment and controls can eliminate or minimise risks
- identify internal and external sources of WHS information and data and how to access them.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- office equipment and resources
- relevant legislation, standards and guidelines
- relevant policies, procedures, processes and systems
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWHS405 Contribute to implementing and maintaining WHS management systems

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0 Version created to clarify intent of application
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to contribute to the implementation and maintenance of a Work Health and Safety management system (WHSMS) as it applies to own work area and job role.

It applies to individuals with responsibilities for contributing to an organisation's WHSMS as part of their work health and safety (WHS) responsibilities in a range of industry and workplace contexts.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Contribute to developing and promoting WHS policy	1.1 Apply knowledge of the elements of WHS policy to contribute to the development and promotion of the policy as appropriate to own job role and work area 1.2 Seek the contribution and support of others in the development and promotion of WHS policy as appropriate to own job role and work area 1.3 Apply WHS policy to own and others' job roles and work areas, and communicate and explain this to others
2 Contribute to WHSMS planning	2.1 Apply knowledge of WHS legislation to identify duty holders relevant to own job role and work area 2.2 Apply knowledge of the elements of a plan to contribute to planning as it applies to own job role and work area 2.3 Facilitate integration of return-to-work and injury management procedures into the WHSMS plan 2.4 Communicate and explain the planning process to others and facilitate their contributions to the plan
3 Contribute to implementing the WHSMS plan	3.1 Implement the plan as it applies to own job role and work area 3.2 Communicate and explain the plan to others in relation to their roles and responsibilities as specified in the plan 3.3 Facilitate the contribution of others to implementing the plan
4 Contribute to evaluating WHS performance	4.1 Apply knowledge of elements of WHS performance evaluation processes and methods to contribute to evaluation as it applies to own job role and work area 4.2 Communicate and explain evaluation of WHS performance to others and facilitate their contribution
5 Contribute to reviewing and improving the WHSMS	5.1 Apply knowledge of elements of processes and methods to contribute to the review and improvement of WHS performance as it applies to own job role and work area 5.2 Communicate and explain review and improvement of the WHSMS to others and facilitate their contribution

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 2.1, 2.3, 4.1	• Interprets and analyses complex WHS legislative and organisational texts
Writing	1.1, 1.2, 1.3, 2.3, 2.4, 3.2, 4.2, 5.2	• Uses structure, layout and language suitable for audience to document development of WHS policy and WHSMS plan • Develops required documentation using appropriate organisational formats and industry specific vocabulary
Oral communication	1.1, 1.2, 1.3, 2.3, 2.4, 3.2, 4.2, 5.2	• Presents information and advice about WHS policy using language, structure and register appropriate to audience • Asks questions and listens closely to gather required information
Navigate the world of work	1.1-1.3, 2.1	• Takes responsibility for adherence to legal and regulatory responsibilities and organisational policies and procedures in relation to WHS and WHSMS • Keeps up to date on changes to WHS legislation and regulations and organisational policies and procedures
Interact with others	1.1, 1.2, 1.3, 2.2, 2.4, 3.2, 3.3, 4.2, 5.1, 5.2	• Understands what to communicate, with whom and how in context of WHS policy and performance and WHSMS processes • Cooperates with others as part of WHS and WHSMS processes, and contributes to specific activities requiring joint responsibility and accountability • Collaborates with others to achieve individual and team outcomes
Get the work done	3.1, 4.1, 5.1	• Applies formal processes to plan, sequence and prioritise tasks and workload showing awareness of time and resource constraints and needs of others • Uses digital systems and programs to assist with planning, implementing and tracking progress and communicating • Uses formal decision-making processes, setting or clarifying goals, gathering information and identifying and evaluating choices against a set of criteria • Applies formal problem-solving processes, identifying and evaluating several options for action

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBWHS405 Contribute to implementing and maintaining WHS management systems Release 2	BSBWHS405 Contribute to implementing and maintaining WHS management systems Release 1	Updated application to clarify intent	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWHS405 Contribute to implementing and maintaining WHS management systems

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0 Version created to clarify intent of application
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability contribute, as appropriate to own job role and work area, to:

- developing work health and safety (WHS) policy
- planning the Work Health and Safety management system (WHSMS) to incorporate return-to-work and injury management procedures and other elements relevant to the work area
- communicating and explaining WHS policy and the WHSMS to others to facilitate their contribution in developing, implementing and evaluating the systems
- implementing the plan
- evaluating WHS performance and communicating the outcomes
- reviewing and improving the WHSMS.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the elements of the organisation's WHSMS with reference to the relevant commonwealth and state or territory WHS Acts, regulations, codes of practice and standards.
- identify regulatory authority WHSMS tools, standards and guidance material and explain how they apply to the work area
- explain the importance of effective return-to-work and injury management in a WHSMS

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- identify limitations of a WHSMS, problems with WHSMS implementation and possible negative effects on WHS
- outline organisational WHS policies, procedures, processes and systems and how they apply to the work area.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- office equipment and resources
- relevant Acts, regulations, codes of practice, standards and guidelines
- workplace WHS policies and procedures.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWHS406 Assist with responding to incidents

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0 Version created to clarify assessment conditions
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to assist with actions and activities performed in response to work health and safety (WHS) incidents which includes accidents.

It applies to individuals who work under supervision and use some discretion and judgement to respond to incidents within their level of responsibility.

The unit applies to people who work in a broad range of WHS roles across all industries.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the National Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Assist with identifying legislative and other requirements	1.1 Apply knowledge of work health and safety (WHS) legislation to identify duty holders and legislative requirements regarding responding to incidents 1.2 Apply knowledge of workplace policies, procedures and processes to identify workplace requirements regarding responding to incidents 1.3 Communicate requirements to individuals and parties appropriate to own job role and work area
2 Assist with implementing initial incident response procedures	2.1 Assist with providing first aid according to workplace procedures and processes, where necessary 2.2 Assist with notifying, reporting and documenting incidents according to workplace procedures and processes 2.3 Assist with meeting legislative requirements regarding incidents, where necessary
3 Assist with collecting WHS information and data relevant to an investigation	3.1 Assist with obtaining information and data from those involved using appropriate data collection techniques, about actions and events leading up to, occurring during or after, an incident 3.2 Assist with identifying and accessing sources of additional information and data related to an incident
4 Assist incident investigations	4.1 Assist investigators and provide relevant information during investigations 4.2 Use appropriate techniques when participating in workplace investigations 4.3 Review reports on incidents, injuries and illnesses 4.4 Contact responsible persons and relevant authorities when required
5 Assist in implementing recommended measures and actions arising from investigations	5.1 Communicate recommendations arising from investigations to relevant others 5.2 Assist with measures and actions appropriate to own job role and work area

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 3.2, 4.2	• Interprets and analyses complex WHS legislative texts • Analyses reports and other materials to determine required course of action
Writing	1.3, 2.2, 3.1, 4.1,4.2 4.3, 5.1	• Completes workplace records, forms and documentation using correct format, accurate spelling and grammar and industry specific terminology • Records key information for reference using register and language appropriate to audience
Oral Communication	1.3, 2.2, 3.1, 4.1, 4.2, 4.3, 5.1	• Presents information or advice using structure and language suitable for audience • Uses questioning and listening techniques to obtain feedback from others and confirm understanding
Navigate the world of work	1.1-1.3, 2.1-2.3	• Takes responsibility for adherence to legal and regulatory responsibilities and organisational policies and procedures • Keeps up to date on changes to WHS legislation and regulations and organisational policies and procedures
Interact with others	1.3, 2.2, 3.1, 4.1, 4.2, 4.4, 5.1	• Understands what to communicate, with whom and how in the context of incident investigations • Collaborates with others to achieve individual and team outcomes • Cooperates with others as part of incident investigations and contributes to specific activities requiring joint responsibility and accountability
Get the work done	2.1-2.3, 3.1, 3.2, 4.1-4.4, 5.2	• Applies formal processes to plan, sequence and prioritise tasks required for incident investigations showing awareness of time and resource constraints and needs of others • Uses the main features and functions of digital tools to complete work tasks and access information

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBWHS406 Assist with responding to incidents Release 2	BSBWHS406 Assist with responding to incidents Release 1	Updated to clarify assessment conditions	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWHS406 Assist with responding to incidents

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0 Version created to clarify assessment conditions
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to, as appropriate to job role and work area, assist with:

- identifying Work Health and Safety (WHS) legislative and organisational requirements and duty holders in relation to responding to WHS incidents
- communicating relevant WHS requirements clearly and accurately to individuals and parties
- providing first aid according to workplace procedures and processes
- reporting, notifying and documenting incidents, and meeting legislative requirements
- obtaining information about incidents using appropriate data collection techniques
- investigating incidents and communicating and implementing recommendations from investigations.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain hierarchy of control and considerations for choosing between different risk controls including possible inadequacies of particular risk controls
- identify internal and external sources of WHS information and data, and how to access
- outline the organisation's WHS policies, procedures, processes and systems relevant to own job role or work area that relate to WHS incidents and accidents including initial response and first aid, investigations and reporting
- explain own role and role of duty holders in responding to incidents.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- organisational policies, standard operating procedures, procedures and plans
- relevant Acts, regulations, codes of practice, licensing requirements, standards
- relevant WHS data
- office equipment and resources
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWHS409 Assist with workplace monitoring processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to assist with monitoring a range of physical agents and conditions relevant to work health and safety (WHS).

It applies to individuals working in a broad range of WHS roles across all industries who assist with using a range of measuring devices to collect, interpret, evaluate and report on workplace information and data in relation to physical agents and conditions.

It does not extend to hazard identification, risk assessment or developing control measures based on the outcomes of monitoring, which are covered in BSBWHS404 Contribute to WHS hazard identification, risk assessment and risk control.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	*Performance criteria describe the performance needed to*

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes.	*demonstrate achievement of the element.*
1 Assist with selecting measuring devices	1.1 Assist with identifying regulatory requirements and standards that apply to monitoring 1.2 Identify agent and/or condition to be measured through consultation with relevant individuals and parties 1.3 Identify characteristics of agent and/or condition 1.4 Determine the area where measurements are to be taken 1.5 Assist with identifying types of appropriate measuring equipment 1.6 Assist with the selection of measuring equipment according to the agent and/or condition, the environment, the activities being carried out and the level of risk to self 1.7 Recognise limits of own expertise and available equipment and seek expert advice and equipment as required
2 Assist with preparations to collect workplace information and data	2.1 Determine a sampling process 2.2 Consult with and advise those involved in workplace activities to collect information and data about the requirements, nature and purpose of the monitoring 2.3 Assist with defining a sampling plan after inspecting area and consulting with workers and affected parties about the nature of the problem 2.4 Assist with checking the operability of equipment
3 Assist with collecting workplace information and data	3.1 Assist with selecting and calibrating monitoring equipment, and selecting appropriate scale 3.2 Assist with tests 3.3 Assist with correct use and maintenance of equipment to collect information and data 3.4 Ensure own health and safety while collecting information and data, and record readings using expert support and advice as required 3.5 Assist with dismantling and cleaning equipment and parts, or dispose of appropriately 3.6 Assist with correctly storing equipment or making it ready for re-use as required
4 Assist with documenting and evaluating results of	4.1 Assist with interpreting and evaluating results against a recognised standard and documenting results

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ELEMENT	PERFORMANCE CRITERIA
monitoring	4.2 Assist with preparing reports on the monitoring process, including any regulatory requirements, and consider purposes of report and the target audiences 4.3 Assist with presenting required information and data clearly and logically 4.4 Assist with retaining results and records in a format that enables them to be readily retrieved according to regulatory requirements and standards

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.3	• Interprets and analyses complex legal organisational and technical texts relevant to monitoring
Writing	1.2, 4.2, 4.3, 4.4	• Uses appropriate structure, layout and language for reporting and recording information about WHS monitoring
Oral communication	1.2, 1.7, 2.2, 2.3, 3.4	• Uses structure and language suitable for audience to present or seek information about monitoring
Numeracy	3.1, 3.2, 3.3, 4.1, 4.3	• Selects and flexibly uses a range of tools, hand-held devices, computers and technological processes to perform calculations • Collects, represents, summarises and interprets a range of statistical data appropriately • Uses a range of informal and formal oral and written mathematical language and symbols to communicate mathematically
Navigate the world of work	1.1, 4.1, 4.2	• Takes responsibility for adherence to legal and regulatory responsibilities in relation to WHS role and responsibilities • Keeps up to date on changes to WHS legislation or regulations
Interact with others	1.1,1.2, 1.7, 2.2, 2.3, 3.2, 3.3, 3.4, 3.5,	• Understands what to communicate, with whom and how in context of WHS monitoring • Cooperates with others as part of WHS monitoring

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	3.6, 4.2, 4.3, 4.4	processes, and contributes to specific activities requiring joint responsibility and accountability • Collaborates with others to achieve individual and team outcomes • Offers assistance and shares information and resources voluntarily
Get the work done	1.4, 1.5, 1.6, 1.7, 2.1, 2.3, 2.4, 3.1, 4.1, 4.2, 4.3, 4.4	• With assistance, determines priorities and sequences the steps in clearly defined tasks and identifies and assembles the resources required in relation to planning for WHS monitoring • Uses formal decision making processes, setting or clarifying goals, gathering information and identifying and evaluating choices against a set of criteria • Uses familiar digital systems and tools to access, organise, analyse and display information relevant to role • Manages and maintains files securely in appropriate storage media and formats to enable retrieval according to regulations and standards

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWHS409 Assist with workplace monitoring processes	BSBWHS409A Assist with workplace monitoring processes	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWHS409 Assist with workplace monitoring processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to assist with processes for monitoring physical agents and/or conditions including:

- identifying regulatory requirements and standards that apply to monitoring of physical agents and/or conditions relevant to work health and safety (WHS)
- identifying the context of measurements to be undertaken including:
  - which physical agents and/or conditions will be measured and their characteristics
  - where the measurements will be taken
  - area or space available
  - movements of people and equipment, tasks or activities being undertaken, number of persons occupying area and other factors that may impact on the sampling or data-collection processes
  - physical features of equipment, such as emitting sources
- preparing for and collecting workplace WHS data and information including:
  - selecting and calibrating appropriate equipment and selecting appropriate scale
  - defining a sampling process and plan
  - performing tests
  - correct preparation, use, maintenance, cleaning storage and if required disposal of equipment
- consultation and communication with individuals and parties about the requirements, purpose and nature of the monitoring
- interpreting and evaluating results of monitoring including calculations using appropriate units of measurement, logarithmic scales, decimals and order of magnitude relevant to making and interpreting measurements and measurement error
- preparing and presenting clear and logical reports that are appropriate to purpose of report and the target audience
- keeping records that meet regulatory requirements
- seek expert advice, support and equipment as required.
- ensure own safety during monitoring process.

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Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- list typical physical agents and/or conditions relevant to WHS including:
  - biological agents, such as insects, mites and bacteria
  - electricity
  - fibres, dusts and particulates
  - fumes, mists, gases and vapours
  - heat and humidity
  - light
  - noise
  - radiation, including ionising, non-ionising and laser
  - vibration
- outline aspects of WHS Acts, regulations, codes of practice and standards that are relevant to measuring physical agents and/or conditions and how they apply to the organisation
- explain the mode of action of common physical, biological and chemical agents on the body and how they produce discomfort or harm
- list the characteristics, mode of action and units of measurement for major hazard types
- describe environmental conditions that impact on measurements
- explain types of measuring and monitoring equipment and techniques for correct and safe use including limitations on use and output, calibration, adjustment, maintenance and any in-built alarms.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- measuring devices and equipment
- office equipment and resources
- relevant Acts, regulations, codes of practice, licensing requirements, standards
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWHS501 Ensure a safe workplace

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to establish, maintain and evaluate the organisation's work health and safety (WHS) policies, procedures and programs in the relevant work area, according to WHS legislative requirements. It takes a systems approach and addresses compliance with relevant legislative requirements.

This unit applies to managers working in a range of contexts who have, or are likely to have responsibility for WHS as part of their broader management role. It is relevant for people with obligations under WHS legislation, for example persons conducting a business or undertaking (PCBUs) or officers, as defined by relevant legislation.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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ELEMENT	PERFORMANCE CRITERIA
1 Establish a WHS management system in a work area	1.1 Locate, adapt, adopt and communicate WHS policies that clearly define the organisation's commitment to complying with WHS legislation 1.2 Identify duty holders and define WHS responsibilities for all workplace personnel in the work area according to WHS legislation, policies, procedures and programs 1.3 Identify and approve financial and human resources required by the WHS management system (WHSMS)
2 Establish and maintain effective and compliant participation arrangements for managing WHS in a work area	2.1 Work with workers and their representatives to set up and maintain participation arrangements according to relevant WHS legislation 2.2 Appropriately resolve issues raised through participation and consultation arrangements according to relevant WHS legislation 2.3 Promptly provide information about the outcomes of participation and consultation to workers and ensure it is easy for them to access and understand
3 Establish and maintain procedures for effectively identifying hazards, and assessing and controlling risks in a work area	3.1 Develop procedures for ongoing hazard identification, and assessment and control of associated risks 3.2 Include hazard identification at the planning, design and evaluation stages of any change in the workplace to ensure that new hazards are not created by the proposed changes and existing hazards are controlled 3.3 Develop and maintain procedures for selecting and implementing risk controls according to the hierarchy of control and WHS legislative requirements 3.4 Identify inadequacies in existing risk controls according to the hierarchy of control and WHS legislative requirements, and promptly provide resources to enable implementation of new measures 3.5 Identify requirements for expert WHS advice, and request this advice as required
4 Evaluate and maintain a work area WHS management system	4.1 Develop and provide a WHS induction and training program for all workers in a work area as part of the organisation's training program 4.2 Use a system for WHS record keeping to allow identification of patterns of occupational injury and disease in the organisation, and to maintain a record of WHS decisions made, including reasons for the decision 4.3 Measure and evaluate the WHSMS in line with the

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ELEMENT	PERFORMANCE CRITERIA
	organisation's quality systems framework 4.4 Develop and implement improvements to the WHSMS to achieve organisational WHS objectives 4.5 Ensure compliance with the WHS legislative framework to achieve, as a minimum, WHS legal requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 4.2, 4.3, 4.5	• Organises, evaluates and critiques ideas and information from WHS legislation, policies, procedures and programs
Writing	1.1, 2.3, 3.2, 3.5, 4.1, 4.2	• Produces WHS policies, procedures and programs • using appropriate vocabulary, grammatical structure and conventions to produce • Records WHS decisions according to organisational requirements
Oral communication	1.1, 2.1, 2.2, 2.3	• Presents and seeks information from others using structure and language suitable for the audience • Provides information on resolution of WHS issues varying level of technical vocabulary to suit audience
Numeracy	1.3	• Selects from, and applies, an expanding range of mathematical and problem solving strategies in identifying financial and human resources required
Navigate the world of work	1.1, 1.2, 2.1, 2.2, 3.3, 3.4, 4.5	• Monitors adherence to legal and regulatory rights and responsibilities for self and others in relation to WHS • Takes responsibility for developing, implementing and reviewing policies, procedures and processes in accordance with organisational and legislative requirements
Interact with others	1.1, 2.1, 2.3, 3.5	• Plays a lead role in situations requiring effective collaboration demonstrating the ability to guide discussions and negotiate agreeable outcomes • Provides feedback to others in forms they can

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		understand and use
Get the work done	1.1, 1.3, 2.1, 2.2, 2.3, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2 4.3, 4.4, 4.5	• Develops plans or processes to manage relatively complex, WHS management tasks with an awareness of how they contribute to operational and strategic goals • Uses systematic, analytical processes, setting goals, gathering relevant information, and identifying and evaluating options against agreed criteria • Considers whether, and how, others should be involved, using consultative or collaborative processes as an integral part of the decision-making process • Uses digital systems and tools to enter, store and retrieve relevant information

Range of Conditions

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

WHS legislation must include:	• applicable Commonwealth and state or territory WHS Acts, regulations and codes of practice.

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWHS501 Ensure a safe workplace	BSBWHS501A Ensure a safe workplace	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWHS501 Ensure a safe workplace

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- establish, implement, maintain and evaluate a work health and safety (WHS) management system for a work area of an organisation in accordance with WHS legislation including policies, procedures and record keeping
- ensure organisational WHS compliance
- establish, implement, maintain and evaluate effective and compliant participation arrangements for managing WHS including identifying duty holders, identifying and approving the required resources and developing and implementing a training program
- establish, implement, maintain and evaluate procedures for effectively identifying hazards, and assessing and controlling risks using the hierarchy of risk control
- provide information and complete documentation for a WHS management system
- identify requirements for and request expert WHS advice.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify and detail relevant WHS Acts, regulations and codes of practice
- specify relevant WHS organisational policies, procedures, programs and practices
- explain hazard identification and risk-management processes
- describe the hierarchy of risk control and how it is applied in the workplace
- specify in-house and WHS legislative reporting requirements.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- organisational WHS policies and procedures
- WHS legislation, regulations and codes of practice
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWHS503 Contribute to the systematic management of WHS risk

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to contribute to the systematic management of work health and safety (WHS) risk.

It applies to individuals who provide specialised knowledge, systematic approaches and guidance to a range of personnel.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the National Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Access information and data to contribute to the	1.1 Identify sources of information and data 1.2 Obtain information and data to determine the purposes,

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ELEMENT	PERFORMANCE CRITERIA
systematic management of WHS risk	objectives, principles and framework of a systematic approach to managing WHS risk
2 Contribute to effective consultation and participation during all stages of risk management	2.1 Identify individuals and parties who need to participate and be consulted 2.2 Apply knowledge of effective consultation and participation to contribute to ensuring effective consultation and participation processes occur
3 Contribute to establishing the context for risk management	3.1 Apply knowledge of WHS legislation to identify duty holders and legislative requirements for WHS risk management 3.2 Identify individuals and parties impacting on risk management 3.3 Apply knowledge of organisation to identify factors that will impact on risk control 3.4 Contribute to establishing the context of the risk management process 3.5 Contribute to defining risk criteria
4 Contribute to risk assessment	4.1 Apply knowledge of workplace hazards and risks to contribute to risk identification 4.2 Apply knowledge of WHS legislation, risk assessment and workplace WHS information and data to contribute to risk analysis and evaluation
5 Contribute to risk treatment	5.1 Apply knowledge of WHS hazard and risk control, and WHS legislation to contribute to the selection of risk treatment options 5.2 Apply knowledge of the organisation's WHS management system (WHSMS) and WHS information system (WHSIS) to prepare and implement risk treatment/s
6 Contribute to monitoring, reviewing and recording risk management process	6.1 Apply knowledge of the organisation's WHSMS to contribute to monitoring and reviewing risk management processes 6.2 Apply knowledge of the organisation's WHSIS to contribute to recording risk management process

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 3.1,	• Organises, evaluates and integrates information from a range of sources to determine requirements
Writing	2.2, 3.4, 3.5, 4.2, 5.2, 6.2	• Records results of investigations using clear and comprehensible language and layout • Creates a range of formal texts using industry language appropriate to audience and environment
Oral Communication	2.2, 3.4, 3.5, 4.2	• Uses listening and questioning techniques to clarify understanding and elicit the views of others • Presents information varying level of technical vocabulary to suit audience
Numeracy	1.1, 4.1, 4.2, 6.1, 6.2	• Collates, interprets and compares numerical and statistical information relevant to requirements
Navigate the world of work	3.1, 4.2, 5.1, 5.2, 6.1, 6.2	• Considers legal and regulatory responsibilities when implementing, monitoring or reviewing risk management processes
Interact with others	2.2, 3.4, 3.5, 4.2	• Identifies and uses appropriate conventions and protocols when communicating with others • Plays a lead role in situations requiring effective collaboration skills demonstrating the ability to guide discussions and negotiate outcomes
Get the work done	1.1, 1.2, 2.1, 3.1-3.3, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2	• Develops plans or processes to manage relatively complex risk management tasks, with an awareness of how they contribute to operational and strategic goals • Considers whether, and how, others should be involved, using consultative or collaborative processes as an integral part of the decision-making process • Applies problem solving processes to determine solutions to risk management issues • Uses analytical and lateral thinking to review practices and suggest improvements • Uses a range of digitally based technology and applications to access, organise and share relevant information in effective ways

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status

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Code and title current version	Code and title previous version	Comments	Equivalence status
BSBWHS503 Contribute to the systematic management of WHS risk	BSBWHS503A Contribute to the systematic management of WHS risk	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWHS503 Contribute to the systematic management of WHS risk

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify, interpret and apply information from a range of sources to contribute to the development, implementation, monitoring and evaluation of a systematic approach to work health and safety (WHS) risk management
- apply WHS Acts, regulations codes of practice and standards, including the Safe Work Australia model Code of Practice: How to Manage Work Health and Safety Risks
- identify duty holders
- explain the differences between a hazard and a risk and identify hazards and risks in the organisation
- prepare an action plan to implement a systematic approach to WHS risk management
- prepare positive performance indicators for evaluation of a systematic approach to WHS risk management
- consult effectively with relevant stakeholders.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe formal and informal communication and consultation processes, and key personnel related to communication, including duty holders
- explain how the characteristics and composition of the workforce impact on WHS risk and the management of WHS with reference to:
  - communication skills
  - cultural background/diversity
  - gender
  - labour market changes

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  - language, literacy and numeracy
  - structure and organisation of the workforce, for example part time, casual and contract workers, shift rosters, geographical location
  - workers with specific needs and limitations
  - workplace culture towards alcohol and other drug use
- describe internal and external sources of WHS information and data, and explain how to access these sources
- outline the limitations of generic hazard identification and risk assessment checklists, and risk ranking processes
- describe the nature of workplace processes including work flow, planning and control and hazards relevant to the workplace
- describe organisational behaviour and culture as it impacts on WHS, change and the work team
- describe the key features of organisational WHS policies, procedures, processes and systems
- identify other functional areas in the organisation that impact on the management of WHS
- outline the key features of relevant commonwealth and state/territory WHS Acts, regulations, codes of practice, standards and guidance material
- describe the key principles and/or practices of:
  - a systematic approach to managing WHS
  - duty of care including concepts of causation, foreseeability and prevention
  - incident causation and injury processes
- describe risk analysis and assessment techniques and tools, and their application and limitations
- explain risk, as the effect of uncertainty, on objectives
- explain the duty of persons conducting businesses or undertakings (PCBUs) in regard to risk management under WHS legislation
- describe the sources of occupational disease and their prevention
- describe standard industry controls for hazards
- describe techniques, tools and processes for identifying and controlling health and safety hazards and risks including :
  - hazard and risk checklists
  - hazard hunts
  - job safety analysis
  - manifests and registers including dangerous goods, hazardous chemicals and plant
  - safe work method statements
  - surveys using questionnaires, interviews and other survey techniques
  - workplace inspections and walk throughs
- describe the key features of the toxicology of hazardous chemicals and potential health effects in the workplace.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- relevant WHS legislation, standards, codes of practice and guidelines
- workplace policies and procedures and documentation
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWHS504 Manage WHS risks

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to conduct work health and safety (WHS) risk management processes.

It applies to individuals who manage WHS risks, based on the organisation's WHS management system (WHSMS), WHS information system (WHSIS) and risk-management approach (as covered in BSBWHS503 Contribute to the systematic management of WHS risk). These individuals will work in a range of WHS roles across all industries and apply a substantial knowledge base and well-developed skills in a wide variety of WHS contexts.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Access information and	1.1 Identify sources of information and data

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ELEMENT	PERFORMANCE CRITERIA
data on WHS hazards and risk management	1.2 Obtain information and data to determine the nature and scope of hazards, the range of harms they may cause, and how these harms are caused 1.3 Obtain information and data to determine techniques, tools and processes to assess risk associated with identified hazards, and identify risk control options
2 Prepare to manage WHS risks	2.1 Apply knowledge of the organisation's WHSMS and WHSIS to identify WHS risk management requirements 2.2 Apply knowledge of WHS legislation to identify duty holders and legislative requirements for WHS risk management
3 Develop and implement WHS risk-management processes	3.1 Apply techniques, tools and processes to identify hazards, assess associated risks and identify risk control options 3.2 Apply knowledge of hazards and risks to select appropriate risk controls 3.3 Develop and implement a risk control plan and evaluate risk controls 3.4 Carry out hazard identification and risk management according to organisational and legal requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3	• Organises, interprets evaluates and critiques ideas and information in relation to WHS risk management
Writing	3.1, 3.2, 3.3, 3.4	• Uses industry specific terminology and appropriate formats to draft and develop risk control plans and processes • Records results of risk-management processes according to organisational requirements
Navigate the world of work	2.1, 2.2, 3.4	• Monitors adherence to legal, regulatory and organisational rights and responsibilities for self and others in relation to WHS risk management

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Interact with others	3.1, 3.2, 3.3	• Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction and taking a leadership role when required
Get the work done	1.2, 1.3, 3.1, 3.2, 3.3	• Uses logical planning processes, and an increasingly intuitive understanding of context, to identify relevant information and risks, and to identify and evaluate strategies and resources for risk management planning • Sequences and schedules complex activities, monitors implementation, and manages relevant communication in relation to risk management planning • Uses systematic, analytical processes in complex, non-routine situations, setting goals, gathering relevant information, identifying and evaluating options against agreed criteria • Uses common digital systems and tools to locate and store information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWHS504 Manage WHS risks	BSBWHS504A Manage WHS hazards and risks	Updated to meet Standards for Training Packages. Title change	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWHS504 Manage WHS risks

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- access information and data on hazards and how to manage associated risks
- identify duty holders and legislative requirements for work health and safety (WHS) risk management
- use the organisation's WHS management system (WHSMS) and WHS information system (WHSIS) to conduct the following risk management processes:
  - identify hazards and potential hazards
  - assess the associated risks
  - identify control options
  - select suitable options
  - develop and implement a risk control plan
  - evaluate risk controls
- carry out hazard identification and risk management.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe the basic principles of workplace incident, injury and disease causation
- explain the meanings of 'hazard' and 'risk' and how they differ
- identify formal and informal communication and consultation processes and key personnel related to communication
- describe how the characteristics and composition of the workforce impact on WHS risk and the management of WHS, including:
  - communication skills
  - cultural background and diversity

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  - gender
  - labour market changes
  - language, literacy and numeracy levels of the workforce
  - structure and organisation of the workforce, including part-time, casual and contract workers; shift rosters and geographical location
  - workers with specific needs and limitations
  - workplace culture in relation to alcohol and other drug use
- identify internal and external sources of WHS information and data and how to access them
- explain the limitations of generic hazard identification and risk assessment checklists and risk ranking processes
- outline methods for providing evidence of compliance with WHS legislation
- describe the nature of workplace processes (work flow, planning and control) and hazards relevant to the workplace
- describe organisational culture as it impacts on the work team
- summarise organisational WHS policies, procedures, processes and systems
- list other functional areas that impact on the management of WHS
- outline the principles and practices of a systematic approach to managing WHS
- outline Commonwealth and state or territory WHS Acts, regulations, codes of practice, standards and guidance material and other publications relevant to the organisation
- outline risk management as a duty of persons conducting businesses or undertakings or officers under WHS legislation
- describe the roles and responsibilities of individuals and parties under WHS legislation
- outline standard industry controls for a range of hazards
- identify techniques, tools and processes for identifying health and safety hazards and assessing and controlling the associated risks, including:
  - hazard and risk checklists
  - hazard hunts
  - job safety analyses
  - manifests and registers, including for dangerous goods, hazardous chemicals and plant
  - safe work method statements
  - surveys using questionnaires, interviews and other survey techniques
  - workplace inspections and walk-throughs.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- workplace policies and procedures
- office equipment and resources

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- relevant Acts, regulations, codes of practice, standards and guidelines relating to risks found in the workplace
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWHS505 Investigate WHS incidents

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to plan, conduct and report on investigations of work health and safety (WHS) incidents that have resulted in, or have the potential to result in, injury or damage.

It covers conducting an initial assessment of the situation; establishing the scope and legal parameters of the investigation; conducting a systematic analysis to identify underlying causes and actions for prevention; and reporting on the outcomes of the investigation appropriate to the potential severity of the incident, which may include accessing specialist expertise.

This unit applies to individuals required to investigate incidents in relation to prevention of future incidents.

The unit applies to people who work in a range of WHS roles across all industries and who apply a substantial knowledge base and well-developed skills in a wide variety of WHS contexts.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Ensure initial responses to the incident are carried out according to requirements	1.1 Prepare and implement a workplace procedure for **incident** investigation 1.2 Ensure site of the incident is safe and secured and that the **immediate needs** of those involved in the incident are met 1.3 Ensure **WHS legislative requirements** are met 1.4 Ensure other actions are performed to meet requirements of relevant workplace policies, procedures, processes and systems
2 Develop an investigation plan	2.1 Apply knowledge of **WHS legislation** and workplace policies, procedures and systems to assist with identifying **duty holders** and ensure requirements of WHS legislation and workplace policies, procedures, processes and systems are met by the investigation plan 2.2 Form an appropriate investigation team 2.3 Define the scope and purpose of the investigation and ensure they are appropriate to the scope and nature of the incident 2.4 Ensure participation of, and consultation with **individuals and parties** as part of the planning process, specifying agreed processes for all phases of the investigation 2.5 Identify, document and obtain necessary resources to conduct the investigation, including expert advice if required 2.6 Identify, address and document **barriers to investigation** 2.7 Ensure planning includes agreed timelines, objectives, responsibilities, roles, documentation, actions and outcomes
3 Collect information and data	3.1 Identify and access sources of information and data 3.2 Inspect incident site, equipment and other evidence, and document outcome of inspection 3.3 Gather information and data in ways that ensure objectivity, confidentiality, validity and accuracy
4 Analyse information and data gathered to identify immediate and underlying causes and practical prevention measures	4.1 Ensure investigation team understands, identifies and applies the **conceptual basis for the analysis** 4.2 Construct **timeline of events** leading up to the incident 4.3 Investigate key events, conditions and/or circumstances that together resulted in the incident

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ELEMENT	PERFORMANCE CRITERIA
	4.4 Develop actions, interventions and practical measures to prevent the re-occurrence of the incident and to address **root causes** 4.5 Detail recommended actions, interventions or measures, and plans for their implementation and evaluation
5 Compile and communicate investigation report	5.1 Prepare a report on the investigation, using objective language 5.2 Cite evidence and basis for conclusions and recommendations 5.3 Communicate the report to relevant individuals and parties

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Writing	1.1, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 3.2, 4.2, 4.5, 5.1, 5.2	• Documents procedures, plans and outcomes using appropriate organisational formats and industry specific terminology • Develops reports using structure, format and language appropriate for purpose and audience
Oral communication	1.2, 1.4, 2.4, 3.3, 4.1, 5.3	• Uses appropriate language and non-verbal features to provide support, give instructions or request information • Listens closely to extract main ideas and to evaluate responses for accuracy and validity
Numeracy	2.7, 3.1, 4.3, 4.5	• Extracts and evaluates the mathematical information embedded in sources of incident information and data • Performs calculations in relation to resource requirements, timelines and evaluation measures
Navigate the world of work	1.1-1.4, 2.1	• Accepts responsibility for developing, implementing or modifying workplace procedures applicable to investigation contexts • Understands and keeps up to date with changes to legislation or regulations relevant to own rights and responsibilities and considers implications of these when negotiating, planning and undertaking work
Interact with others	1.2, 2.4, 3.3, 4.1, 5.3	• Identifies and uses appropriate conventions and protocols when communicating with parties involved

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		in various investigation stages • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction • Takes a leadership role in helping develop team understanding of investigation requirements
Get the work done	1.1, 1.3, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 3.1, 3.3, 4.3, 4.4, 4.5, 5.1	• Uses logical planning processes, and an increasingly intuitive understanding of context, to identify relevant information and risks, and to identify and evaluate alternative strategies and resources for investigation processes • Sequences and schedules complex activities, monitors implementation and manages relevant communication • Uses analytical processes to decide on a course of action, establishing criteria for deciding between options, seeking input and advice from others when necessary • Uses digital systems and tools for data collection and analysis, and communication and reporting of incidents

Range of Conditions

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Incidents include:	• accidents
	• incidents as referred to in WHS legislation
	• major-to-minor incidents resulting in:
	  • major-to-minor injuries and diseases
	  • major-to-minor damage to property, equipment, work processes or the environment
	• near misses, where no injury or damage occurs

The incident analysis must be based on:	• adopting an open-minded and objective approach • analysing policies, procedures, processes and systems in place at the time of the incident • focusing on the 'how', 'what' and 'why' of the incident • not focusing on individual behaviour or fault • using applicable models of causation and occurrence.

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBWHS505 Investigate WHS incidents	BSBWHS505A Investigate WHS incidents	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWHS505 Investigate WHS incidents

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- prepare and implement an initial response to an incident that complies with legislative and organisational requirements and considers the safety and security of individuals and the site
- systematically develop and document a plan to investigate an incident
- collect, document and analyse data and information relevant to an incident investigation ensuring that all individuals in the investigation team understand and follow required processes
- prepare and communicate an investigation report in required format that identifies the events leading up to the incident, immediate and underlying causes, points at which the incident could have been prevented and recommendations arising from the investigation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline ethics related to conducting an investigation
- describe the characteristics and composition of the workforce impacting on the investigation of work health and safety (WHS) incidents, including:
  - cultural background
  - workplace diversity
  - gender
  - language, literacy and numeracy levels
  - organisational structure, including employment status, shifts and geographical location
- list and describe internal and external sources of information and data relevant to investigations

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- describe organisational WHS policies, procedures, processes and systems relevant to work role
- describe requirements under WHS legislation for notifying and reporting incidents and enforcement notices, and rights and powers of WHS inspectors
- outline types and characteristics of incidents including causes and incident management processes.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- workplace policies and procedures
- office equipment and resources
- relevant Acts, regulations, codes of practice, standards and guidelines relating to risks found in the workplace
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWHS508 Manage WHS hazards associated with plant

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to effectively manage work health and safety (WHS) hazards and to comply with WHS legislation as it applies to the management or control of plant (not the design, manufacture, supply, installation, construction or commissioning of plant or issuing of licences associated with plant).

It applies to individuals who may provide leadership and guidance to others using managerial and communication skills and who use systematic approaches to identify and resolve issues.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the National Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Comply with WHS	1.1 Apply knowledge of WHS legislation to advise individuals and

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ELEMENT	PERFORMANCE CRITERIA
legislation as it applies to plant	parties of their duties, rights and obligations with regard to plant as appropriate to their job roles and the nature of the organisation 1.2 Ensure the management of hazards associated with plant, complies with relevant WHS legislation and organisational policies, procedures, processes and systems
2 Ensure organisational policies, procedures, processes and systems incorporate effective management of hazards associated with plant	2.1 Apply knowledge of organisational policies, procedures, processes and systems to determine if they effectively manage hazards associated with plant 2.2 Develop and implement modifications to organisational policies, procedures, processes and systems as necessary to ensure hazards associated with plant are effectively managed 2.3 Follow organisational policies, procedures, processes and systems when managing hazards associated with plant
3 Identify WHS hazards associated with plant	3.1 Access sources of information, data and advice to assist with identifying hazards associated with plant 3.2 Identify and consult with others, as necessary, as part of hazard identification 3.3 Record and report on hazard identification
4 Assess WHS risks associated with plant	4.1 Access sources of information, data and advice to assist with assessing WHS risks associated with plant hazards 4.2 Identify and consult with others, as necessary, as part of WHS risk assessment 4.3 Record and report on WHS risk assessments
5 Control WHS risks associated with maintenance and continued safe use of plant	5.1 Access sources of information, data and advice, including the outcomes of risk assessments to assist with developing risk control options for hazards associated with the maintenance and continued safe use of plant 5.2 Identify, consult with and report to others as necessary, during all stages of risk control 5.3 Develop risk control options and determine which options will be implemented 5.4 Implement, evaluate and monitor risk controls 5.5 Record and report on risk controls 5.6 Review risks controls implemented and recommend improvements, where necessary
6 Advise on registration,	6.1 Identify types of plant requiring registration and tasks requiring

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ELEMENT	PERFORMANCE CRITERIA
licensing and certification issues associated with plant	operator licensing and/or certification, in accordance with legislative requirements 6.2 Document registration, licensing and certification requirements and communicate these to individuals and parties 6.3 Identify, document and communicate to individuals and parties, training requirements to meet registration, licensing and certification, in accordance with legislative requirements 6.4 Determine training needs required for new plant and/or new operating methods 6.5 Ensure training is undertaken and completed prior to commencement of work using new plant and/or new operating methods 6.6 Monitor and report compliance with regulatory requirements for registration, licensing and certification 6.7 Identify, document and maintain appropriate records for plant and operator skill requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 2.1, 2.2, 3.1, 4.1, 5.1, 5.6, 6.1, 6.3, 6.7	• Analyses a wide range of technical, non-technical information and numeric data to determine actions and adhere to requirements
Writing	1.1, 2.2, 3.2, 3.3, 4.3, 5.1-5.3, 5.5, 5.6, 6.2, 6.3, 6.6, 6.7	• Matches style of writing to purpose and audience • Uses appropriate formats, vocabulary and grammatical structures to record, report and present information
Oral Communication	1.1, 3.1-3.3, 4.1-4.3, 5.1, 5.2, 5.5, 5.6, 6.2, 6.3, 6.6	• Explains information clearly and involves others in collaborative discussions using listening and questioning techniques • Uses pace, intonation and gestures to present information and encourage engagement with others
Numeracy	2.1, 2.2, 3.1-3.3, 4.1, 5.1,	• Collates, interprets and compares numerical and statistical information to apply relevance to requirements

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Navigate the world of work	1.1, 1.2, 2.1-2.2, 6.1, 6.5	• Takes full responsibility for following policies, procedures and legislative requirements and identifies organisational implications of new legislation or regulations • Modifies or develops organisational policies and procedures to comply with legislative requirements and organisation goals
Interact with others	1.1, 3.1-3.3, 4.1-4.3, 5.1, 5.2, 6.2, 6.3	• Establishes and uses appropriate conventions and protocols when communicating with others regarding management of WHS • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction
Get the work done	2.2, 2.3, 3.1-3.3, 4.1-4.3, 5.1-5.6, 6.1-6.7	• Takes responsibility for developing and applying organisational processes to aid compliance with legislative requirements • Sequences and schedules complex activities, monitors implementation, records progress and manages relevant communication • Systematically gathers and analyses all relevant information and evaluates options in order to make informed decisions • Uses formal analytical thinking techniques for identifying issues and generating possible solutions, seeking input from others when necessary • Evaluates effectiveness of systems and processes to inform decisions on how to implement improvements • Fully utilises features of digital tools to complete complex tasks

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWHS508 Manage WHS hazards associated with plant	BSBWHS508A Manage WHS hazards associated with plant	Updated to meet Standards for Training Packages	Equivalent unit

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Links

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Assessment Requirements for BSBWHS508 Manage WHS hazards associated with plant

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- manage effective identification of hazards and develop risk control options for the operation of plant as defined in work health and safety (WHS) legislation
- develop, implement, monitor and modify WHS policies and procedures for the operation of plant
- use relevant systems and procedures in the operation and maintenance of plant
- implement general licensing and training requirements associated with plant
- identify, record and report on WHS hazards and assessing risk
- develop and implement risk control options
- communicate in the workplace to:
  - advise people of their rights, obligations and duties
  - consult about policies and procedures
  - identify hazards
  - assess WHS risk
  - advise people about registration, licensing and certification requirements
- use machinery safety control measures to control plant risks, including following registration and licensing requirements
- identify training needs and organise training.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe the basic principles of incident causation and injury processes
- explain the differences between a hazard and a risk

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- identify factors that impact on risk
- explain the hierarchy of control and considerations for choosing between different risk controls
- identify high-risk work licences required for specific plant
- identify internal and external sources of WHS information and data, and explain how to access these sources
- discuss the management of risk associated with plant as a duty of a person conducting a business or undertaking (PCBUs) under WHS legislation
- describe the methods for providing evidence of compliance with WHS legislation
- outline workplace processes (such as work flow, planning and control) and hazards relevant to the workplace
- discuss organisational behaviour and culture as it impacts on WHS, change and work team
- describe the key features of organisational WHS policies, procedures, processes and systems
- identify other functional areas that impact on the management of WHS
- outline key features of plant specific knowledge including:
  - basic physics of fluids under pressure and pressure vessels, and the behaviour of pressurised fluid when pressure is released
  - duties, rights and obligations of individuals and parties specified in WHS legislation
  - hazards associated with plant and systems of work associated with plant
  - industry practices related to permit to work and isolation and tag out systems
  - registration requirements of plant, licensing and certification competencies
- describe the key principles and practices of a systematic approach to managing WHS
- describe the strategies for guarding moving parts in machinery, human factors related to machine guarding, safe design principles, features and limitations
- outline the key features of WHS Acts, regulations, codes of practice and other instruments issued by WHS regulators.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- manufacturers' manuals including specifications and operational information and data
- relevant WHS Acts, regulations, codes of practice, standards, guidelines
- sources of information, data and advice
- workplace policies and procedures
- workplace equipment and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

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Links

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BSBWOR202 Organise and complete daily work activities

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to seek feedback for performance improvement and use current technology appropriate to the task.

It applies to individuals working under direct supervision who develop basic skills and knowledge for working in a broad range of settings.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Industry Capability – Workplace Effectiveness

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Organise work schedule	1.1 Discuss and agree on work goals and plans with assistance from appropriate persons 1.2 Develop an understanding of the relationship between individual work goals and plans, and organisational goals and plans 1.3 Plan and prioritise workload within allocated timeframes
2. Complete work tasks	2.1 Complete tasks within designated timelines and in accordance with organisational requirements and instructions

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ELEMENT	PERFORMANCE CRITERIA
	2.2 Use effective questioning to seek assistance from colleagues when difficulties arise in achieving allocated tasks 2.3 Identify factors affecting work requirements and take appropriate action 2.4 Use business technology efficiently and effectively to complete work tasks 2.5 Communicate progress on task to supervisor or colleagues as required
3. Review work performance	3.1 Seek feedback on work performance from supervisors or colleagues 3.2 Monitor and adjust work according to feedback obtained through supervision and comparison with established team and organisational standards 3.3 Identify and plan opportunities for improvement in liaison with colleagues

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 2.1, 3.2	• Recognises and interprets textual information to determine and adhere to organisational and task requirements
Writing	1.3, 2.5, 3.3	• Completes required documents using organisational formats
Oral Communication	1.1, 2.1, 2.2, 2.5, 3.1	• Uses listening and questioning techniques to seek information and confirm understanding • Participates in verbal interactions using language and features suitable to audience and context
Numeracy	1.3, 2.1	• Interprets numerical information related to timeframes
Navigate the world of work	1.2, 2.1, 3.2	• Complies with organisational policies, procedures and standards
Get the work	1.1, 1.3, 2.1-2.4, 3.2,	• Prioritises work and completes activities within designated timeframes

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done	3.3	• Identifies and solves routine problems • Selects and uses appropriate digital tools to complete tasks

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWOR202 Organise and complete daily work activities	BSBWOR202A Organise and complete daily work activities	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWOR202 Organise and complete daily work activities

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- plan and organise workload with the assistance of others
- complete tasks, using appropriate digital tools, within specified timelines seeking assistance as required
- use effective communication skills to seek assistance or feedback from others
- seek and use feedback from others to monitor and improve work performance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the organisational standards, policies and procedures that relate to own work role
- explain the relationship between an individual's work goals and plans and the organisation's goals and plans
- list some factors that can affect the ability to get work done, and explain the action to take
- explain how to plan and manage time.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability – workplace effectiveness field of work and include access to:

- office equipment and resources
- workplace documentation
- case studies and, where possible, real situations
- interaction with others.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

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BSBWOR301 Organise personal work priorities and development

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to organise own work schedules, to monitor and obtain feedback on work performance and to maintain required levels of competence.

This unit applies to individuals who exercise discretion and judgement and apply a broad range of competencies in various work contexts.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Industry Capability – Workplace Effectiveness

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Organise and complete own work schedule	1.1 Ensure that work goals, objectives or Key Performance Indicators (KPIs) are understood, negotiated and agreed in accordance with organisational requirements 1.2 Assess and prioritise workload to ensure tasks are completed within identified timeframes 1.3 Identify factors affecting the achievement of work objectives and incorporate contingencies into work plans 1.4 Use business technology efficiently and effectively to manage

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ELEMENT	PERFORMANCE CRITERIA
	and monitor scheduling and completion of tasks
2. Monitor own work performance	2.1 Accurately monitor and adjust personal work performance through self assessment to ensure achievement of tasks and compliance with legislation and work processes or KPIs 2.2 Ensure that feedback on performance is actively sought and evaluated from colleagues and clients in the context of individual and group requirements 2.3 Routinely identify and report on variations in the quality of and products and services according to organisational requirements 2.4 Identify signs of stress and effects on personal wellbeing 2.5 Identify sources of stress and access appropriate supports and resolution strategies
3. Co-ordinate personal skill development and learning	3.1 Identify personal learning and professional development needs and skill gaps using self assessment and advice from colleagues and clients in relation to role and organisational requirements 3.2 Identify, prioritise and plan opportunities for undertaking personal skill development activities in liaison with work groups and relevant personnel 3.3 Access, complete and record professional development opportunities to facilitate continuous learning and career development 3.4 Incorporate formal and informal feedback into review of further learning needs

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.1-3.4	• Employs a range of approaches and investigative techniques to source the knowledge necessary to arrange personal learning experiences
Reading	1.1, 1.2, 2.1	• Interprets textual information to determine organisation's procedures, own work performance and objectives

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Writing	1.3, 1.4, 2.3, 3.1, 3.2, 3.3	• Prepares written reports and workplace documents that communicate information clearly and effectively
Oral Communication	2.2, 2.3, 3.1, 3.2	• Clearly gives and receives feedback using specific and relevant language • Uses listening and questioning techniques to confirm understanding
Numeracy	1.1, 1.3	• Understands responsibilities and scope of role and complies with organisational policies, procedures and protocols
Interact with others	1.1, 2.2, 2.3, 3.1, 3.2	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Fosters and nurtures a culture of constructive and respectful feedback • Proactively collaborates with others to achieve specific goals
Get the work done	1.2, 1.3, 1.4, 2.4, 2.5, 3.2	• Plans and organises work commitments to ensure deadlines and objectives are met • Uses formal analytical thinking techniques to recognise and respond to routine problems • Uses digital systems and tools to enter, store and monitor information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWOR301 Organise personal work priorities and development	BSBWOR301B Organise personal work priorities and development	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWOR301 Organise personal work priorities and development

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- prepare a work plan according to organisational requirements and work objectives
- use business technology to schedule, prioritise and monitor completion of tasks in a work plan
- assess and prioritise own work load and deal with contingencies
- monitor and assess personal performance against job role requirements by seeking feedback from colleagues and clients
- identify personal development needs and access, complete and record skill development and learning.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline key provisions of legislation that relate to own work role
- describe goals, objectives or key performance indicators of own work role
- explain ways to elicit, analyse and interpret feedback when communicating with other people in the workplace
- explain the principles and techniques of goal setting, measuring performance, time management and personal assessment of learning and development needs
- explain signs and sources of stress and strategies to deal with stress in the workplace
- identify methods to identify and prioritise personal learning needs.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability - workplace effectiveness field of work and include access to:

- office equipment and resources
- work schedules and performance improvement plans
- workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWOR404 Develop work priorities

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to monitor and obtain feedback on own work performance and access learning opportunities for professional development.

This unit applies to individuals who are required to design their own work schedules and work plans and to establish priorities for their work. They will typically hold some responsibilities for the work of others and have some autonomy in relation to their own role.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Industry Capability – Workplace Effectiveness

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan and complete own work schedule	1.1 Prepare workgroup plans which reflect consideration of resources, client needs and workgroup targets 1.2 Analyse and incorporate work objectives and priorities into personal schedules and responsibilities

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ELEMENT	PERFORMANCE CRITERIA
	1.3 Identify factors affecting the achievement of work objectives and establish contingencies and incorporate them into work plans 1.4 Efficiently and effectively use business technology to manage and monitor planning completion and scheduling of tasks
2. Monitor own work performance	2.1 Identify and analyse personal performance through self-assessment and feedback from others on the achievement of work objectives 2.2 Seek and evaluate feedback on performance from colleagues and clients in the context of individual and group requirements 2.3 Routinely identify and report on variations in the quality of service and performance in accordance with organisational requirements
3. Co-ordinate professional development	3.1 Assess personal knowledge and skills against organisational benchmarks to determine development needs and priorities 3.2 Research and identify sources and plan for opportunities for improvement in consultation with colleagues 3.3 Use feedback to identify and develop ways to improve competence within available opportunities 3.4 Identify, access and complete professional development activities to assist career development 3.5 Store and maintain records and documents relating to achievements and assessments in accordance with organisational requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.1, 3.2, 3.3, 3.4	• Develops strategies to reflect on own performance, obtain feedback, and plan and source professional development opportunities
Reading	1.2, 2.1, 2.3, 3.1, 3.5	• Recognises and interprets textual information from relevant sources to understand organisation's policies and practices

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Writing	1.1, 1.3, 2.2, 2.3, 3.2, 3.5	• Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Oral Communication	2.2, 2.3, 3.2	• Provides or seeks information using language suitable to audience and context • Employs listening and questioning techniques to confirm understanding
Numeracy	1.1, 1.2, 1.3	• Interprets numerical information related to budgets and timeframes
Navigate the world of work	1.2, 2.1, 2.3, 3.1, 3.5	• Identifies and understands roles and responsibilities in relation to organisational objectives, policies and procedures
Interact with others	2.2, 2.3, 3.2	• Selects and uses appropriate practices when communicating with internal and external stakeholders to seek or share information • Establishes and builds rapport and relationships with others to foster a culture of trust and honesty in communications
Get the work done	1.1-1.4, 2.3, 3.1, 3.2, 3.4, 3.5	• Plans, organises and implements tasks to meet organisational requirements • Systematically gathers and analyses information and evaluates options in order to anticipate potential problems and develop contingency plans • Uses the main features and functions of digital technologies and tools to complete work tasks efficiently and effectively

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWOR404 Develop work priorities	BSBWOR404B Develop work priorities	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWOR404 Develop work priorities

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- prepare and communicate own work plan
- schedule work objectives and tasks to support the achievement of the workgroup goals
- review own work performance against workgroup objectives through self-assessment and seeking and acting on feedback from clients and colleagues
- plan and access learning opportunities to extend personal work competencies.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how business technology applications can be used to schedule tasks and plan work
- explain techniques to prepare personal plans and establish priorities
- identify methods to identify and prioritise personal learning needs
- outline a range of professional development options
- explain methods to elicit, analyse and interpret feedback
- provide a detailed explanation of methods that can be used to evaluate own performance.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability - workplace effectiveness field of work and include access to:

- workplace documentation including policies and procedures, and benchmarks for work group productivity and performance
- workplace equipment and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWOR501 Manage personal work priorities and professional development

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to create systems and process to organise information and prioritise tasks.

It applies to individuals working in managerial positions who have excellent organisational skills. The work ethic of individuals in this role has a significant impact on the work culture and patterns of behaviour of others as managers at this level are role models in their work environment.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Industry Capability – Workplace Effectiveness

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish personal work goals	1.1 Serve as a positive role model in the workplace through personal work planning 1.2 Ensure personal work goals, plans and activities reflect the organisation's plans, and own responsibilities and accountabilities 1.3 Measure and maintain personal performance in varying work conditions, work contexts and when contingencies occur

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ELEMENT	PERFORMANCE CRITERIA
2. Set and meet own work priorities	2.1 Take initiative to prioritise and facilitate competing demands to achieve personal, team and organisational goals and objectives 2.2 Use technology efficiently and effectively to manage work priorities and commitments 2.3 Maintain appropriate work-life balance, and ensure stress is effectively managed and health is attended to
3. Develop and maintain professional competence	3.1 Assess personal knowledge and skills against competency standards to determine development needs, priorities and plans 3.2 Seek feedback from employees, clients and colleagues and use this feedback to identify and develop ways to improve competence 3.3 Identify, evaluate, select and use development opportunities suitable to personal learning style/s to develop competence 3.4 Participate in networks to enhance personal knowledge, skills and work relationships 3.5 Identify and develop new skills to achieve and maintain a competitive edge

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.1, 3.2, 3.3, 3.4, 3.5	• Investigates and uses a range of strategies to develop personal competence
Reading	1.2, 3.1, 3.2	• Analyses and interprets textual information from organisational policies and practices or feedback to inform personal development planning
Writing	3.2	• Uses feedback to prepare reports that summarise ways to improve competence
Oral Communication	3.2	• Uses active listening and questioning to seek and receive feedback
Navigate the world of work	1.2, 2.1	• Understands how own role contributes to broader organisational goals • Considers organisational protocols when planning own career development

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Interact with others	1.1, 3.2, 3.4	• Selects and uses appropriate conventions and protocols when communicating with diverse stakeholders • Uses interpersonal skills to establish and build positive working relationships with others
Get the work done	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1	• Plans and prioritises tasks in order to meet deadlines, manage role responsibilities and to manage own personal welfare • Identifies and uses appropriate technology to improve work efficiency

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWOR501 Manage personal work priorities and professional development	BSBWOR501B Manage personal work priorities and professional development	Updated to meet Standards for Training Packages Minor edits to clarify Performance Criteria	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWOR501 Manage personal work priorities and professional development

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- use business technology to create and use systems and processes to organise and prioritise tasks and commitments
- measure and maintain personal work performance including assessing competency against competency standards and seeking feedback
- maintain an appropriate work-life balance to manage personal health and stress
- participate in networks
- develop a personal development plan which includes career objectives and an action plan
- develop new skills.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain principles and techniques involved in the management and organisation of:
  - performance measurement
  - personal behaviour, self-awareness and personality traits identification
  - a personal development plan
  - personal goal setting
  - time
- discuss management development opportunities and options for self
- describe methods for achieving a healthy work-life balance
- outline organisation’s policies, plans and procedures
- explain types of learning style/s and how they relate to the individual
- describe types of work methods and practices that can improve personal performance.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability - workplace effectiveness field of work and include access to:

- workplace equipment and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWOR502 Lead and manage team effectiveness

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to lead teams in the workplace and to actively engage with the management of the organisation.

It applies to individuals working at a managerial level who facilitate work teams and build a positive culture within their work teams. At this level, work will normally be carried out using complex and diverse methods and procedures requiring the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Industry Capability – Workplace Effectiveness

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish team performance plan	1.1 Consult team members to establish a common understanding of team purpose, roles, responsibilities and accountabilities in accordance with organisational goals, plans and objectives 1.2 Develop performance plans to establish expected outcomes, outputs, key performance indicators (KPIs) and goals for work team 1.3 Support team members in meeting expected performance

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ELEMENT	PERFORMANCE CRITERIA
	outcomes
2. Develop and facilitate team cohesion	2.1 Develop strategies to ensure team members have input into planning, decision making and operational aspects of work team 2.2 Develop policies and procedures to ensure team members take responsibility for own work and assist others to undertake required roles and responsibilities 2.3 Provide feedback to team members to encourage, value and reward individual and team efforts and contributions 2.4 Develop processes to ensure that issues, concerns and problems identified by team members are recognised and addressed
3. Facilitate teamwork	3.1 Encourage team members and individuals to participate in and to take responsibility for team activities, including communication processes 3.2 Support the team in identifying and resolving work performance problems 3.3 Ensure own contribution to work team serves as a role model for others and enhances the organisation's image for all stakeholders
4. Liaise with stakeholders	4.1 Establish and maintain open communication processes with all stakeholders 4.2 Communicate information from line manager/management to the team 4.3 Communicate unresolved issues, concerns and problems raised by team members and follow-up with line manager/management and other relevant stakeholders 4.4 Evaluate and take necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

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Reading	1.1, 4.4	• Analyses and interprets textual information from the organisation's policies, goals and objectives to establish team goals or to determine corrective action
Writing	1.2, 2.1, 2.2, 2.4, 4.2, 4.3, 4.4	• Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Oral Communication	1.1, 2.3, 3.1, 4.1, 4.2, 4.3	• Engages in discussions or provides information using appropriate vocabulary and non-verbal features • Uses listening and questioning techniques to confirm understanding and to engage the audience
Navigate the world of work	1.1, 2.1, 2.2, 3.3	• Understands how own role contributes to broader organisational goals • Modifies or develops policies and procedures to achieve organisational goals
Interact with others	1.1, 1.3, 2.2, 2.3, 3.1, 3.2, 4.2, 4.3	• Selects and uses appropriate conventions and protocols when communicating with diverse stakeholders • Uses interpersonal skills to gain trust and confidence of team and provides feedback to others in forms that they can understand and use • Adapts personal communication style to build positive working relationships and to show respect for the opinions, values and particular needs of others • Plays a lead role in situations requiring effective collaboration, demonstrating high level conflict resolution skills and ability to engage and motivate others
Get the work done	1.2, 2.1, 2.2, 2.4, 3.2, 4.1, 4.3, 4.4	• Develops, implements and monitors plans and processes to ensure team effectiveness • Monitors and actively supports processes and development activities to ensure the team is focused on work outcomes • Plans for unexpected outcomes and implements creative responses to overcome challenges

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWOR502 Lead and manage team effectiveness	BSBWOR502B Ensure team effectiveness	Updated to meet Standards for Training Packages	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
		Title change	

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWOR502 Lead and manage team effectiveness

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- use leadership techniques and strategies to facilitate team cohesion and work outcomes including:
  - encouraging and fostering shared understanding of purpose, roles and responsibilities
  - identifying and resolving problems
  - providing feedback to encourage, value and reward others
  - modelling desired behaviour and practices
- develop policies and procedures to ensure team members take responsibility for own work and assist others to undertake required roles and responsibilities
- establish processes to address issues and resolve performance issues
- support team to meet expected performance outcomes including providing formal and informal learning opportunities as needed
- develop performance plans with key performance indicators (KPIs), outputs and goals for individuals or the team which incorporate input from stakeholders
- communicate effectively with a range of stakeholders about team performance plans and team performance
- facilitate two-way flow of information between team and management relevant to team performance
- evaluate and take necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how group dynamics can support or hinder team performance

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- outline strategies that can support team cohesion, participation and performance
- explain strategies for gaining consensus
- explain issue resolution strategies.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability - workplace effectiveness field of work and include access to:

- workplace documents
- case studies and, where possible, real situations
- office equipment and resources
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWRT301 Write simple documents

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to plan, draft and finalise a basic document.

It applies to individuals who apply a broad range of competencies in various work contexts and may exercise some discretion and judgement to produce a range of workplace documentation.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Communication – Writing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Plan document	1.1 Determine audience and purpose for the document 1.2 Determine the format and structure 1.3 Establish key points for inclusion 1.4 Identify organisational requirements 1.5 Establish method of communication 1.6 Establish means of communication

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ELEMENT	PERFORMANCE CRITERIA
2 Draft document	2.1 Develop draft document to communicate key points 2.2 Obtain and include any additional information that is required
3 Review document	3.1 Check draft for suitability of tone for audience, purpose, format and communication style 3.2 Check draft for readability, grammar, spelling, and sentence and paragraph construction 3.3 Check draft for sequencing and structure 3.4 Check draft to ensure it meets organisational requirements 3.5 Ensure draft is proofread, where appropriate, by supervisor or colleague
4 Write final document	4.1 Make and proofread necessary changes 4.2 Ensure document is sent to intended recipient 4.3 File copy of document in accordance with organisational policies and procedures

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 3.1-3.4, 4.1	• Recognises and interprets a variety of text to determine and confirm task requirements • Proofreads documents checking for grammar, spelling, structure, and suitability of style and format for audience
Writing	2.1, 2.2, 3.1-3.5, 4.1	• Produces and edits basic documents, according to organisational requirements, for a given audience and purpose
Oral Communication	2.2, 3.5	• Uses listening and questioning skills to seek additional information or confirmation of task completion
Navigate the world of work	1.4, 3.4, 4.3	• Understands and complies with organisational policies and procedures

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Interact with others	2.2, 3.5	• Follows accepted communication practices and protocols when seeking information or feedback from others
Get the work done	1.1-1.6, 2.1, 2.2, 3.4, 3.5, 4.1-4.3	• Takes responsibility for planning, sequencing and prioritising tasks to achieve required outcomes • Uses the main features and functions of digital tools to complete work tasks

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWRT301 Write simple documents	BSBWRT301A Write simple documents	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWRT301 Write simple documents

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0

Performance Evidence

Evidence of the ability to:

- plan, draft and finalise three different simple documents that accurately convey the required basic information in a format suitable for the intended audience and in accordance with organisational policies and procedures for document production.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify the process for checking basic grammar, spelling and punctuation
- describe different communication methods
- describe how audience, purpose and method of communication influence the tone of a document.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the communication – writing field of work and include access to:

- office equipment and resources to assist in document production
- organisational policies and procedures
- examples of documents to review.

Assessors must satisfy NVR/AQTF assessor requirements.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWRT401 Write complex documents

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to plan documents, draft text, prepare final text and produce documents of some complexity.

It applies to individuals who work in a range of business environments and are skilled in the creation of reports, information and general promotion documents that are more complex than basic correspondence, memos or forms and that require review and analysis of a range of information sources.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Communication – Writing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Plan documents	1.1 Determine the purposes of documents 1.2 Choose appropriate formats for documents 1.3 Establish means of communication 1.4 Determine requirements of documents 1.5 Determine categories and logical sequences of data, information and knowledge to achieve document objectives

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ELEMENT	PERFORMANCE CRITERIA
	1.6 Develop overview of structure and content of documents
2 Draft text	2.1 Review and organise available data, information and knowledge according to proposed structure and content 2.2 Ensure data, information and knowledge is aggregated, interpreted and summarised to prepare text that satisfies document purposes and objectives 2.3 Include graphics as appropriate 2.4 Identify gaps in required data and information, and collect additional material from relevant enterprise personnel 2.5 Draft text according to document requirements and genre 2.6 Use language appropriate to the audience
3 Prepare final text	3.1 Review draft text to ensure document objectives are achieved and requirements are met 3.2 Check grammar, spelling and style for accuracy and punctuation 3.3 Ensure draft text is approved by relevant enterprise personnel 3.4 Incorporate revisions in final copy
4 Produce document	4.1 Choose basic design elements for documents appropriate to audience and purpose 4.2 Use word processing software to apply basic design elements to text 4.3 Check documents to ensure all requirements are met

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 2.2, 2.4, 3.1, 3.2, 4.3	• Interprets information to identify requirements and prepares material suitable to target audience and environment • Proofreads texts for accuracy
Writing	1.6, 2.2, 2.3, 2.5,	• Creates documents for a specific audience using cohesive and well-structured language to convey

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	2.6, 3.2, 3.4, 4.1	detailed and accurate information • Ensures vocabulary, layout and grammatical arrangement achieves meaning and intent of document
Oral Communication	1.1, 1.4, 2.4, 3.3	• Obtains information or clarifies requirements by asking questions and listening
Navigate the world of work	1.4, 4.3	• Adheres to organisational policies and procedures related to document production
Interact with others	1.1, 1.4, 1.5, 2.4, 3.3	• Follows accepted communication practices and protocols when seeking advice about documents from colleagues, supervisors and managers
Get the work done	1.1-1.6, 2.1-2.5, 3.3, 4.1-4.2	• Plans, organises and implements tasks required to produce documents • Makes decisions based on standard procedures, using more formal decision making processes where required • Uses the main features and functions of digital tools to complete work tasks

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWRT401 Write complex documents	BSBWRT401A Write complex documents	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWRT401 Write complex documents

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- plan, draft and finalise complex documents that require review and analysis of a range of information sources
- use business technology to apply formatting, and incorporate graphics
- edit the draft text to ensure accuracy and clarity of information, obtain feedback on the draft and revise the draft
- apply the enterprise style guide/house style.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify the enterprise style guide/house style
- outline formatting styles and their impact on formatting, readability and appearance of documents
- explain rules and conventions for written English, as defined by general and specialist sources.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the communication – writing field of work and include access to:

- office equipment and resources
- organisational policies and procedures
- organisational style guides.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

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BSBWRT501 Write persuasive copy

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to interpret a creative brief and evaluate a range of innovative options to write persuasive copy.

It applies to individuals who use well-developed advertising skills and a broad knowledge base to communicate messages in a wide range of contexts. In this role, individuals may develop copy individually or may work in a supervisory, management or freelancing capacity coordinating a team of writers.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Communication – Writing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Analyse and interpret creative brief	1.1 Analyse and confirm technique/s for expressing central idea or creative concept 1.2 Identify and check content and supporting information for accuracy and completeness 1.3 Confirm schedule and budgetary requirements for creating copy 1.4 Identify legal and ethical constraints impacting copy to be

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ELEMENT	PERFORMANCE CRITERIA
	developed
2. Evaluate creative options	2.1 Evaluate design and copy options against requirements of creative brief 2.2 Select option/s enabling required information and images to be communicated within time and budgetary requirements
3. Prepare persuasive copy	3.1 Create original copy with impact, which sets product, service or idea being communicated apart from the competition and competitor's promotional material 3.2 Create copy which communicates required image, and features and benefits of the product, service or idea 3.3 Create copy which meets requirements of creative brief in terms of information, format, language, writing style, and level of detail 3.4 Produce copy on time and within budget 3.5 Produce copy which complies with legal, organisational and ethical requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.4, 2.1, 3.3, 3.5	• Recognises and interprets textual information to establish job requirements from relevant information • Proofreads content to ensure accuracy and completeness
Writing	3.1-3.3, 3.5	• Creates documents to ensure clarity of meaning, accuracy, and consistency of information using specific and detailed language to convey explicit information and requirements.
Numeracy	1.3, 3.4	• Interprets numerical information to confirm budget constraints and job deadlines
Navigate the world of work	1.4, 3.5	• Takes full responsibility for following policies, procedures and legislative requirements

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Get the work done	1.3, 2.1, 2.2, 3.1, 3.2, 3.4	• Accepts responsibility for planning, prioritising and sequencing complex tasks and workload • Uses systematic, analytical processes in complex, non-routine situations, designing, gathering relevant information and evaluating options • Develops new and innovative ideas through exploration and analysis • Understands purposes, specific functions and key features of common digital systems and tools and operates them effectively to complete routine tasks

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWRT501 Write persuasive copy	BSBWRT501A Write persuasive copy	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWRT501 Write persuasive copy

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- analyse and evaluate a design brief including:
  - check information for accuracy
  - work to schedule
  - work to budgetary requirements
  - locate and adhere to organisation's legal and ethical constraints
- produce persuasive copy with high impact, surpassing competitor's promotional material.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- discuss ethical requirements which may impact production and delivery of creative copy
- explain relevant legislation, standards and codes of practice affecting production and delivery of copy
- outline constraints to be considered during analysis, evaluation and preparation of copy
- explain organisational policies and procedures relevant to writing copy
- describe persuasive writing techniques
- explain structure of persuasive copy.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the communication – writing field of work and include access to:

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- organisational policies and procedures relating to process of copywriting
- relevant legislation, standards and codes of practice
- equipment and resources for advanced copywriting and design.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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CHCCCS019 Recognise and respond to crisis situations

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to recognise situations where people may be in imminent crisis, and then to work collaboratively to minimise any safety concerns and make plans to access required support services.

This unit applies to any community services worker involved in crisis intervention. Management of the crisis may involve face-to-face, telephone or remote contact with persons involved.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify imminent crisis situations	1.1 Recognise and respond to signs indicating that there may be safety issues for people 1.2 Consider indicators from direct and indirect communications that suggest the presence of safety issues 1.3 Ask directly about safety issues whenever there are grounds for concern, and take immediate action based on organisation's procedures
2. Address immediate safety concerns	2.1 Listen empathetically to details of current crisis situation 2.2 Affirm and strengthen links to safety and living 2.3 Provide structure and strategies for dealing with the immediate crisis through enabling thoughts and behaviours 2.4 Balance collaboration and direction according to the person's current capacity for decision-making and coping 2.5 Identify and agree actions to reduce immediate danger and risk to others, including mobilisation of emergency assistance as required 2.6 Confirm that actions are legal, ethical, consistent with organisation policy and meet duty of care requirements 2.7 Seek advice or assistance from supervisor as required
3. Provide referral for crisis intervention support	3.1 Empower person to make informed choices about further help 3.2 Explore possible barriers to seeking or accepting help and develop responses 3.3 Develop a plan with the individual that includes agreed first steps to access and use informal supports and professional help 3.4 Refer to appropriate professionals as required 3.5 Complete and maintain accurate documentation

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
4. Care for self	4.1 Recognise and minimise risks to self associated with crisis support 4.2 Identify and respond to the need for supervision and debriefing

Foundation Skills

The Foundation Skills describe those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCCCS019 Recognise and respond to crisis situations

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- been involved in crisis intervention activities on at least 3 occasions

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- legal and ethical consideration relevant to recognising and responding to crisis situations including:
  - duty of care
  - privacy, confidentiality and disclosure
  - work role boundaries, responsibilities and limitations
  - mandatory reporting
  - codes of practice
- organisation policies and procedures for responding to crisis situations
- types of crisis situations, including:
  - potential suicide
  - threats to harm others
  - self harm
  - received threats

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    - abuse, including child abuse
    - domestic and family violence
- common indicators or signs of crisis in other people
- personal values, beliefs and attitudes that facilitate or impede crisis care:
    - assumptions about who may be at risk
    - common notions about crisis situations
- principles and practices of crisis intervention:
    - critical incident procedures
    - facilitating emergency interventions
    - addressing safety concerns
- referral options and procedures for accessing services
- principles and practices of self-care and supervision

Assessment Conditions

Skills must be demonstrated in a crisis support workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including organisation policies, procedures and resources
- modelling typical workplace conditions and contingencies, including:
    - interactions with people from a range of diverse backgrounds
    - links to other services
    - realistic, in-depth, validated industry scenarios and simulations of crisis situations

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCCOM002 Use communication to build relationships

Modification History

Release	Comments
Release 2	This version was released in *CHC Community Services Training Package release 3.0.* Amended modification history and mapping. Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge to apply specific communication techniques to establish, build and maintain relationships with clients, colleagues and other stakeholders based on respect and trust.

This unit applies to work across a range of workplace contexts where workers at all levels may communicate with individuals and/or groups both in person and in writing.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Communicate with clients and co-workers	1.1 Identify and use appropriate communication techniques to communicate with clients and colleagues 1.2 Communicate in a manner that demonstrates respect,

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	accepts individual differences and upholds rights
	1.3 Represent the organisation appropriately and in accordance with communication policies and protocols
	1.4 Provide information to clients and service providers in accordance with communication policies and protocols
2. Address communication needs	2.1 Recognise and support communication needs of clients, colleagues and external networks
	2.2 Facilitate access to interpreter and translation services as required
	2.3 Identify and address problems and communication barriers
	2.4 Defuse conflict or potentially difficult situations with clients and colleagues and refer in accordance with organisational requirements
	2.5 Seek and respond to feedback on the effectiveness of communication with clients, colleagues and external networks
3. Facilitate meetings	3.1 Develop an agenda and list of invited participants in consultation with appropriate people
	3.2 Communicate details of the meeting to the participants and other stakeholders in accordance with organisation communication protocols
	3.3 Contribute to and follow objectives and agendas for meeting
	3.4 Provide opportunities to fully explore all relevant issues and provide relevant information
	3.5 Use strategies that encourage all members to participate equally, including seeking and acknowledging contributions from all members
	3.6 Implement strategies to ensure the specific communication needs of individuals within the meeting are identified and addressed
	3.7 Facilitate the resolution of conflict between

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	participants
	3.8 Minute or record meeting in accordance with organisation requirements
	3.9 Evaluate meeting processes and identify lessons learned or opportunities for improvement

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCCOM002 Use communication to build relationships

Modification History

Release	Comments
Release 2	This version was released in *CHC Community Services Training Package release 3.0*. Amended modification history and mapping. Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has:

- obtained feedback from 3 clients or colleagues on effectiveness of communication and responded appropriately
- prepared 3 types of written correspondence in accordance with organisation communication protocols
- facilitated resolution of 1 difficult situation with a client, colleague or service provider
- facilitated 1 meeting around a workplace issue

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:

- organisation communication policies and protocols
- different communication styles and techniques, and how they impact on interpersonal communication, including:
  - strategies for effective interpersonal communication

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  - person centred and rights based approaches
  - cross-cultural communication protocols
  - non-verbal communication cues
  - group processes and dynamics
  - motivational interviewing versus coercive approach
  - collaboration versus confrontation
- communication strategies to:
  - build and maintain relationships and trust
  - facilitate workplace meetings
  - negotiate for optimal outcomes
  - deliver business presentations
  - address barriers
  - solve problems and resolve conflict
- types of interpretation and translation services specific to the client group, and how to access them
- factors that commonly contribute to the development of communication barriers including high emotions, mistrust or misunderstandings
- professional relationship boundaries
- digital media and use in community services and health sector, including:
  - web
  - email
  - social media
  - podcast and videos
  - tablets and applications
  - newsletters and broadcasts
  - intranet
- written correspondence protocols and style guides, including letters, emails, minutes, case notes, reports

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including use of real workplace policies and procedures
- modelling typical workplace conditions, including:
  - interactions with clients and co-workers from a range of diverse backgrounds
  - facilitation of groups of at least 3 people
  - typical workplace reporting processes
  - interpreter and translation services where required
  - use of digital media

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Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

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CHCLEG001 Work legally and ethically

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.

Application

This unit describes the skills and knowledge required to identify and work within the legal and ethical frameworks that apply to an individual job role.

This unit applies to community services and health workers who play a proactive role in identifying and meeting their legal and ethical responsibilities.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Identify and respond to legal requirements	1.1 Identify, access and interpret sources of information about the legal requirements that apply to the work role
	1.2 Identify the scope and nature of own legal rights and responsibilities
	1.3 Adhere to legal requirements in work practice according to workplace policies and procedures and scope of role
	1.4 Recognise potential or actual breaches and report according to organisation procedures

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
2. Identify and meet ethical responsibilities	2.1 Identify, access and interpret sources of information about the ethical responsibilities that apply to the work role 2.2 Identify the scope and nature of own ethical responsibilities 2.3 Meet ethical responsibilities according to workplace policies and protocols, and scope of role 2.4 Recognise potential ethical issues and dilemmas, and discuss with an appropriate person 2.5 Recognise own personal values and attitudes and take into account to ensure non-judgemental practice 2.6 Use effective problem solving techniques when exposed to competing value systems 2.7 Recognise unethical conduct and report to an appropriate person 2.8 Recognise potential and actual conflicts of interest and take appropriate action
3. Contribute to workplace improvements	3.1 Identify situations where work practices could be improved to meet legal and ethical responsibilities 3.2 Pro-actively share feedback with colleagues and supervisors 3.3 Identify and take opportunities to contribute to the review and development of policies and protocols

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCLEG001 Work legally and ethically

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- completed workplace activities in accordance with legal and ethical requirements in at least 3 different situations
- developed appropriate responses to at least 3 different legal or ethical issues relevant to the work role
- identified and communicated at least 2 potential work practice improvements designed to enhance workplace responsiveness to legal and ethical requirements

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:

- legal and ethical considerations (international, national, state/territory, local) for people working in the community services and health context, how they are applied in organisations, how these impact individual workers, and the consequences of breaches:
  - children in the workplace
  - codes of conduct
  - codes of practice
  - complaints management
  - continuing professional education
  - discrimination

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    - dignity of risk
    - duty of care
    - human rights
        - *Universal declaration of human rights*
        - relationship between human needs and human rights
        - frameworks, approaches and instruments used in the workplace
    - informed consent
    - mandatory reporting
    - practice standards
    - practitioner/client boundaries
    - privacy, confidentiality and disclosure
    - policy frameworks
    - records management
    - rights and responsibilities of workers, employers and clients
    - industrial relations legislation relevant to employment conditions of role
    - specific legislation in the area of work – objectives and key components
    - work role boundaries – responsibilities and limitations
    - work health and safety
- interrelationships, similarities and differences that may exist between legal and ethical frameworks
- legal issues in the context of the work role:
    - type of legal issues that arise
    - ways to respond
- ethical practice in the context of the work role:
    - type of ethical issues that arise
    - ways to respond
- workplace policies, procedures and protocols:
    - how they are/should be developed
    - processes for review, including consultation and mechanisms for input

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - current legislation, regulations and codes of practice
    - organisation policies, procedures and protocols
- modelling of industry operating conditions, including presence of problem solving activities

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Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCMHS001 Work with people with mental health issues

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCMH301C/CHCMH411A. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to establish relationships, clarify needs, and then work collaboratively with people who are living with mental health issues.

This unit applies to support workers in contexts outside the mental health sector, but who come into contact with people with mental health issues. The services and support provided are not mental health specific.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish respectful relationships with people with mental health issues	1.1 Communicate in a way that develops and maintains respect, hope, trust and self-direction 1.2 Work in a way that reflects and prioritises the person's right to self define and direct their own recovery 1.3 Recognise and respect the person's social, cultural and spiritual differences 1.4 Support the person to understand and exercise their

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	rights
	1.5 Maintain confidentiality and privacy of the person within organisation policy and protocols
2. Determine the needs of people with mental health issues	2.1 Gather and interpret information about the person's needs from the person and other agreed sources
	2.2 Identify and discuss with the person services and strategies that support empowerment and recovery
	2.3 Support the person to express their own identity and preferences and avoid imposing own values and attitudes
	2.4 Identify duty of care and dignity of risk considerations in collaboration with the person
3. Work with people with mental health issues to meet aspirations and needs	3.1 Provide support that facilitates progress towards the person's goals in collaboration with the person and their care network
	3.2 Work in ways that uphold the person's rights
	3.3 Adapt service delivery within organisation policies and procedures to meet the person's specific needs and requirements
	3.4 Document interactions and services according to organisation policy and procedures
	3.5 Respond promptly and supportively to people experiencing distress or crisis
	3.6 Work within the limits of own knowledge, abilities and work role and make referrals to other services as indicated by the person's needs

Foundation Skills

The Foundation Skills describe those required skills (employability skills, language,

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literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCMHS001 Work with people with mental health issues

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCMH301C/CHCMH411A. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- worked with at least 3 people with mental health issues in ways that support individual empowerment and recovery through:
  - use of communication techniques
  - provision and adaptation of services to meet particular needs

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:

- legal and ethical considerations (international, national, state/territory, local) when working with people with mental health issues, and how these are applied in organisations and individual practice:
  - children in the workplace
  - codes of practice
  - discrimination
  - dignity of risk
  - duty of care
  - human rights

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  - informed consent
  - mandatory reporting
  - privacy, confidentiality and disclosure
  - policy frameworks
  - records management
  - rights and responsibilities of workers, employers and individuals
  - specific mental health legislation – impact on individual workers and consequences of breaches
  - work role boundaries – responsibilities and limitations
  - work health and safety
- values and principles of the mental health sector, including:
  - recovery
  - recovery oriented practice
  - health promotion and prevention
  - holistic approach
  - empowerment/disempowerment
  - access and equity
  - early intervention
  - rights
  - social justice and inclusion
  - citizenship
- different contexts of mental health work, including:
  - historical context, changing attitudes to mental health and approaches to working with people with mental health issues
  - social context. changing societal views of mental health and approaches to working with people
  - political context, government policies and initiatives affecting the mental health sector
  - economic context, the current economic situation as it relates to and affects the mental health sector and the subsequent impact on people
- impact of own attitudes on working with people with mental health issues
- key issues facing people with mental health illnesses, including impact of prejudice and discrimination
- myths and facts about mental illness
- types of mental illness
- existing services to address a person’s needs and rights
- appropriate responses to changes in mental health, mental distress and crisis
- circumstances in which referral to a health or other professional is appropriate

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Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CPCCOHS1001A Work safely in the construction industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to undertake Occupational Health and Safety (OHS) induction training within the construction industry.

It requires the ability to demonstrate personal awareness of OHS legislative requirements, and the basic principles of risk management and prevention of injury and illness in the construction industry.

Licensing requirements will apply to this unit of competency depending on the regulatory requirements of each jurisdiction.

Application of the Unit

Application of the unit

This unit of competency supports the attainment of the basic OHS knowledge required prior to undertaking designated work tasks within any of the sectors within the construction industry. The unit relates directly to the general induction training program specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Prerequisite units Nil

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify OHS legislative requirements.	1.1. Applicable ***OHS legislative requirements*** relevant to own work, role and responsibilities are identified and explained. 1.2. Duty of care requirements are identified. 1.3. Own responsibilities to comply with ***safe work practices*** are identified and explained.
2. Identify construction hazards and control measures.	2.1. Basic principles of risk management are identified. 2.2. ***Common construction hazards*** are identified and discussed. 2.3. ***Measures for controlling*** hazards and risks are identified.
3. Identify OHS communication and reporting processes.	3.1. OHS communication processes, information and documentation are identified and discussed. 3.2. Role of ***designated OHS personnel*** is identified and explained.

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ELEMENT	PERFORMANCE CRITERIA
	3.3. ***Safety signs and symbols*** are identified and explained. 3.4. Procedures and ***relevant authorities*** for reporting hazards, ***incidents*** and injuries are identified.
4. Identify OHS incident response procedures.	4.1. ***General procedures*** for responding to incidents and ***emergencies*** are identified and explained. 4.2. Procedures for accessing first aid are identified. 4.3. Requirements for the selection and use of relevant ***personal protective equipment*** are identified and demonstrated. 4.4. ***Fire safety equipment*** is identified and discussed.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills for this unit are:

- communication skills to:
  - clarify OHS legislative requirements
  - verbally report construction hazards and risks
  - ask effective questions
  - relay information to others
  - discuss OHS issues and information
- comprehension skills to:
  - explain the basic OHS legislative requirements which will be applicable to own work
  - explain the meaning of safety signs and symbols
  - identify common construction hazards
  - discuss the basic principles of risk management.

Required knowledge

Required knowledge for this unit is:

- applicable Commonwealth, State or Territory OHS legislation, regulations, standards, codes of practice and industry standards/guidance notes relevant to own

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REQUIRED SKILLS AND KNOWLEDGE

work, role and responsibilities

- basic principles of risk management and assessment for construction work
- common construction hazards
- common construction safety signage and its meanings
- general construction emergency response and evacuation procedures
- general construction work activities that require licenses, tickets or certificates of competency
- general first aid response requirements
- general procedures for raising OHS issues
- general procedures for reporting OHS hazards, accidents, incidents, emergencies, injuries, near misses and dangerous occurrences
- general procedures for responding to hazards, incidents and injuries
- general workers' compensation and injury management requirements
- OHS hierarchy of controls
- OHS responsibilities and rights of duty holders, including:
  - persons in control of construction work/projects
  - employers and self-employed persons
  - supervisors
  - employees
  - designers
  - inspectors
  - manufacturers and suppliers
- own responsibilities to comply with safe work practices relating to:
  - housekeeping
  - identification of hazards
  - preventing bullying or harassment
  - smoking
  - use of amenities
  - use of drugs and alcohol
- role of OHS committees and representatives
- types of common personal protective equipment and fire safety equipment
- types of OHS information and documentation.

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence must confirm personal awareness of the following:

- applicable OHS legislative and safety requirements for construction work including duty of care
- the range of common construction hazards and procedures for the assessment of risk and application of the hierarchy of control
- OHS communication processes, information and documentation including the role of OHS committees and representatives, the meaning of common safety signs and symbols, and procedures for reporting hazards, incidents and injuries
- general procedures for responding to incidents and emergencies including evacuation, first aid, fire safety equipment and PPE.

Context of and specific resources for assessment

- Resources must be available to support the program including participant materials and other information or equipment related to the skills and knowledge covered by the program.
- It is recommended that the assessment tool designed specifically to support this unit of competency will provide consistency in assessment outcomes.
- Where applicable, physical resources should include equipment modified for people with disabilities
- Access must be provided to appropriate assessment support when required.
- Assessment processes and techniques must be culturally appropriate, and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed
- In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a

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EVIDENCE GUIDE

	manner as is appropriate to the oracy, language and literacy levels of the operator, any cultural issues that may affect responses to the questions, and reflecting the requirements of the competency and the work being performed.
Method of assessment	Assessment methods may include more than one of the following: • practical assessment • oral questioning • written test • work-based activities • simulated project based activity

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

OHS legislative requirements relate to:	• Australian standards • construction industry OHS standards and guidelines • duty of care • health and safety representatives, committees and supervisors • licences, tickets or certificates of competency • National Code of Practice for Induction Training for Construction Work • national safety standards • OHS and welfare Acts and regulations • safety codes of practice.
Duty of care requirements relate to:	• legal responsibility under duty of care to do everything reasonably practicable to protect others from harm

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RANGE STATEMENT

	• own responsibilities to comply with safe work practices, including activities that require licences, tickets or certificates of competency • relevant state OHS requirements, including employers and self-employed persons, persons in control of the work site, construction supervisors, designers, manufacturers and suppliers, construction workers, subcontractors and inspectors.
Safe work practices include:	• access to site amenities, such as drinking water and toilets • general requirements for safe use of plant and equipment • general requirements for use of personal protective equipment and clothing • housekeeping to ensure a clean, tidy and safer work area • no drugs and alcohol at work • preventing bullying and harassment • smoking in designated areas • storage and removal of debris.
Risk relates to:	• likelihood of a hazard causing injury or harm.
Principles of risk management include:	• assessing the risks involved • consulting and reporting ensuring the involvement of relevant workers • controlling the hazard • identifying hazards • reviewing to identify change or improvement.
Hazard relates to:	• any thing (including an intrinsic property of a thing) or situation with the potential to cause injury or harm.
Common construction hazards include:	• confined spaces • electrical safety • excavations, including trenches • falling objects • hazardous substances and dangerous goods • HIV and other infectious diseases • hot and cold working environments • manual handling • noise • plant and equipment

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RANGE STATEMENT

	• traffic and mobile plant • unplanned collapse • ultraviolet (UV) radiation • working at heights.
Measures for controlling risk to eliminate or minimise hazards in accordance with the hierarchy of control include:	• elimination • substitution • isolation • engineering control • administrative control • personal protective equipment.
OHS communication processes include:	• discussions with OHS representatives • OHS meetings • OHS notices, newsletters, bulletins and correspondence • OHS participative arrangements • processes for raising OHS issues • toolbox talks • workplace consultation relating to OHS issues and changes.
OHS information and documentation includes:	• accident and incident reports • Acts and regulations • Australian standards • codes of practice • construction documentation and plans • emergency information contact • evacuation plans • guidance notes • job safety analyses • labels • material safety data sheets (MSDS) • proformas for reporting hazards, incidents and injuries • reports of near misses and dangerous occurrences • risk assessments • safe work method statements • safety meeting minutes • site safety inspection reports.
Designated OHS personnel includes:	• first aid officers • OHS committee members

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RANGE STATEMENT

	• OHS representatives • supervisors.
Safety signs and symbols include:	• emergency information signs (e.g. exits, equipment and first aid) • fire signs (e.g. location of fire alarms and firefighting equipment) • hazard signs (e.g. danger and warning) • regulatory signs (e.g. prohibition, mandatory and limitation or restriction) • safety tags and lockout (e.g. danger tags, out of service tags).
Relevant authorities include:	• emergency services (e.g. police, ambulance, fire brigade and emergency rescue) • OHS regulatory authority • supervisor.
Incidents include:	• accidents resulting in personal injury or damage to property • near misses or dangerous occurrences which do not cause injury but may pose an immediate and significant risk to persons or property, and need to be reported so that action can be taken to prevent recurrence, for example: • breathing apparatus malfunctioning to the extent that the user's health is in danger • collapse of the floor, wall or ceiling of a building being used as a workplace • collapse or failure of an excavation more than 1.5 metres deep (including any shoring) • collapse or partial collapse of a building or structure • collapse, overturning or failure of the load bearing of any scaffolding, lift, crane, hoist or mine-winding equipment • damage to or malfunction of any other major plant • electric shock. • electrical short circuit, malfunction or explosion • uncontrolled explosion, fire or escape of gas, hazardous substance or steam • any other unintended or uncontrolled incident or event arising from operations carried on at a

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RANGE STATEMENT

	workplace.
General procedures for responding to incidents and emergencies include:	• basic emergency response (keep calm, raise alarm, obtain help) • evacuation • notification of designated OHS personnel and authorities • notification of emergency services (e.g. when and how) • referring to site emergency plans and documentation.
Emergencies include:	• chemical spill • fire • injury to personnel • structural collapse • toxic and/or flammable vapours emission • vehicle/mobile plant accident.
Personal protective equipment includes:	• aprons • arm guards • eye protection • gloves • hard hat • hearing protection • high visibility retro reflective vests • protective, well fitting clothing • respiratory protection • safety footwear • UV protective clothing and sunscreen.
Fire safety equipment includes:	• breathing apparatus • fire blankets • firefighting equipment.

Unit Sector(s)

Unit sector Construction

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Co-requisite units

Co-requisite units Nil

Functional area

Functional area

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CPCCVE1011A Undertake a basic construction project

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit of competency specifies the outcomes required to undertake a basic construction project to provide elementary skills applicable to the construction industry. It includes completion of a project using basic tools, equipment and materials.

Application of the Unit

Application of the unit This unit supports the attainment of basic construction work applications for new construction sites, existing structures being renovated or extended, and existing structures subject to service, restoration or maintenance which includes working with others and as a member of a team.

Basic projects include minor projects within any sector of the construction industry, for example, constructing a pergola, barbecue or footpath.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare.	1.1. Work instructions and operational details for the ***project planning*** are obtained, confirmed and applied from relevant ***information***. 1.2. ***Safety*** (***OHS***) requirements are followed in accordance with safety plans and policies. 1.3. Signage and barricade requirements are identified and implemented. 1.4. ***Tools and equipment*** selected to carry out tasks are consistent with job requirements, checked for serviceability, and any faults are rectified or reported prior to commencement. 1.5. Material quantity requirements are calculated in accordance with plans and specifications. 1.6. ***Materials*** appropriate to the work application are identified, obtained, prepared, safely handled and located ready for use. 1.7. ***Environmental requirements*** are identified for the project in accordance with environmental plans and ***statutory and regulatory authority*** obligations, and are applied.
2. Prepare materials for use on a simple construction project.	2.1. Required materials are selected for the project from project plans and specifications. 2.2. Materials are checked for quality in accordance with

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ELEMENT	PERFORMANCE CRITERIA
	the specifications.
3. Determine component requirements and assembly sequence.	3.1. Component parts are identified from working drawings and specifications. 3.2. Processes for manufacture, assembly or other construction techniques and components are selected and applied in accordance with working drawings, specifications and established work procedures. 3.3. Construction process is determined. 3.4. Component parts are checked for accuracy, quality and suitability for the project according to plans, drawings, specifications and established work procedures.
4. Operate hand tools.	4.1. Hand tools are identified and checked for serviceability and operation in accordance with OHS legislation. 4.2. Equipment to hold or support material during the operation of tools is selected and applied in accordance with standard work practices. 4.3. Hand tools are used in accordance with OHS legislation.
5. Use equipment safely.	5.1. Equipment is selected and checked for serviceability and operation in accordance with OHS legislation. 5.2. Equipment is safely and effectively operated in accordance with OHS legislation, and used to construct basic project.
6. Construct a simple project.	6.1. Work area requirements are prepared in accordance with working drawings, specifications and established work procedures. 6.2. Set out, levelling, construction and erection or installation of project are implemented in accordance with application and requirements for line, level and plumb in construction projects. 6.3. Construction project is completed to specification and ***quality*** and is checked for conformity to plans and design specifications.
7. Clean up.	7.1. Work area is cleared and materials disposed of, reused or recycled in accordance with legislation, regulations, codes of practice and job specification. 7.2. Tools and equipment are cleaned, checked, maintained and stored in accordance with manufacturer recommendations and standard work practices.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills for this unit are:

- communication skills to:
  - determine requirements
  - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
  - follow instructions
  - read and interpret:
    - documentation from a variety of sources
    - drawings and specifications
  - report faults
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication, such as hand signals
- identifying and accurately reporting to appropriate personnel any faults in tools, equipment or materials
- numeracy skills to apply measurements and calculations
- organisational skills, including the ability to plan and set out work
- teamwork skills to work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities
- technological skills to:
  - use a range of mobile technology, such as two-way radio and mobile phones
  - voice and hand signals to access and understand site-specific instructions.

Required knowledge

Required knowledge for this unit is:

- basic construction techniques
- construction materials
- construction terminology
- hazardous materials
- job safety analysis (JSA) and safe work method statements
- material safety data sheets (MSDS)

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REQUIRED SKILLS AND KNOWLEDGE

- material sizes
- materials storage and environmentally friendly waste management
- plans, specifications and drawings
- plumb, line and level
- processes for the calculation of material requirements
- quality requirements
- tools and equipment types, characteristics, uses, limitations and maintenance
- workplace and equipment safety requirements.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • locate, interpret and apply relevant information, standards and specifications • comply with site safety plan and OHS legislation, regulations and codes of practice applicable to workplace operations • comply with organisational policies and procedures, including quality requirements • safely and effectively use tools and equipment • communicate and work effectively and safely with others • complete a basic construction project to specifications, complying with OHS requirements, correct and safe use of hand

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EVIDENCE GUIDE

	tools and equipment.
Context of and specific resources for assessment	This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints. Assessment of essential underpinning knowledge will usually be conducted in an off-site context. Assessment is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • an induction procedure and requirement • realistic tasks or simulated tasks covering the mandatory task requirements • relevant specifications and work instructions • tools and equipment appropriate to applying safe work practices • support materials appropriate to activity • workplace instructions relating to safe work practices and addressing hazards and emergencies • material safety data sheets • research resources, including industry related systems information. Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and

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EVIDENCE GUIDE

environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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RANGE STATEMENT

Project planning includes:	• assessment of conditions • determining work requirements • equipment defect identification • hazards • work site inspection.
Information includes:	• diagrams or sketches • instructions issued by authorised organisational or external personnel • manufacturer specifications and instructions, where specified • MSDS • memos • regulatory and legislative requirements pertaining to undertaking a basic construction project • relevant Australian standards • safe work procedures relating to undertaking a basic construction project • signage • verbal, written and graphical instructions • work bulletins • work schedules, plans and specifications.

Safety (***OHS***) is to be in accordance with state and territory legislation and regulations and project safety plan and may include:	• emergency procedures, including extinguishing fires, organisational first aid requirements and evacuation
	• handling activities that may require the assistance of others or the use of manual or mechanical lifting devices where size, weight or other issues, such as a disability are a factor
	• hazard control
	• hazardous materials and substances
	• organisational first aid
	• PPE prescribed under legislation, regulations and workplace policies and practices
	• safe operating procedures, including the conduct of operational risk assessment and treatments associated with:
	  • earth leakage boxes
	  • lighting
	  • power cables, including overhead service trays, cables and conduits

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RANGE STATEMENT

	• restricted access barriers • surrounding structures • traffic control • trip hazards • work site visitors and the public • working at heights • working in confined spaces • working in proximity to others • use of firefighting equipment • use of tools and equipment • workplace environmental requirements and safety.
Tools and equipment include:	• those appropriate to the project.
Materials include:	• those appropriate to the project.
Environmental requirements include:	• noise and dust • vibration and clean-up management • waste management.
Statutory and regulatory authorities include:	• federal, state and local authorities administering applicable Acts, regulations and codes of practice.
Quality requirements include:	• internal company quality policy and standards • manufacturer specifications, where specified • relevant regulations, including Australian standards • workplace operations and procedures.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

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Co-requisite units Nil

Functional area

Functional area

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CPCCWHS1001 Prepare to work safely in the construction industry

Modification History

Release	Comment
Version 1	Replaces superseded equivalent CPCCOHS1001A Work safely in the construction industry.

Application

This unit of competency specifies the mandatory work health and safety training required prior to undertaking construction work. The unit requires the person to demonstrate personal awareness and knowledge of health and safety legislative requirements in order to work safely and prevent injury or harm to self and others. It covers identifying and orally reporting common construction hazards, understanding basic risk control measures, and identifying procedures for responding to potential incidents and emergencies. It also covers correctly selecting and fitting common personal protective equipment (PPE) used for construction work.

This unit meets the general construction induction training requirements of:

- Part 1.1 Definitions and Part 6.5 of the Model Work Health and Safety Regulations;
- Division 11 of Part 3 of the Occupational Safety and Health Regulations 1996 for Western Australia; and
- Division 3 of Part 5.1 of the Occupational Health and Safety Regulations 2007 for Victoria.

It is expected that site-specific induction training will be conducted prior to conducting construction work.

Licensing, legislative, regulatory or certification requirements apply to this unit. Relevant work health and safety state and territory regulatory authorities should be consulted to confirm jurisdictional requirements.

Pre-requisite Unit

Nil

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Unit Sector

Construction

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.	
1.	Identify health and safety legislative requirements of construction work.	1.1.	Basic roles, responsibilities and rights of duty holders are identified and explained according to ***jurisdictional health and safety legislative requirements***.
		1.2.	Duty of care requirements are identified.
		1.3.	Construction safe work practices are identified and explained.
2.	Identify construction hazards and risk control measures.	2.1.	Basic principles of risk management are identified.
		2.2.	Construction hazards are identified and discussed.
		2.3.	Purpose and use of PPE are identified and demonstrated.
		2.4.	Measures for controlling hazards are identified.
3.	Identify health and safety communication and reporting processes.	3.1.	Health and safety documents are identified and discussed.
		3.2.	Roles of designated health and safety personnel are identified and explained.
		3.3.	Safety signs and symbols are identified and explained.
		3.4.	Procedures for reporting hazards, incidents and injuries are identified.
4.	Identify incident and emergency response	4.1.	Procedures for responding to incidents and emergencies are identified and explained.
		4.2.	Procedures for accessing first aid are identified.

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procedures.	4.3.	Types and purpose of fire safety equipment are identified and discussed.

Foundation Skills

This section describes the language, literacy, numeracy and employment skills essential to performance in this unit but not explicit in the performance criteria.

Skill	Performance feature
Numeracy skills to:	• locate and recognise numbers commonly used in safety signs.
Oral communication skills to:	• ask questions to clarify instructions • listen to instructions to identify key safety information • tell another person about a construction problem or hazard.
Reading skills to:	• follow simple pictorial safety instructions • follow simple safety instructions that are written in English.
Problem-solving skills to:	• select risk control measures.

Range of Conditions

This section specifies work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Bold italicised wording, if used in the performance criteria, is detailed below.

Jurisdictional health and safety legislative requirements must include at least one of the following state and territory Acts or their equivalent:	• Australian Capital Territory: Work Health and Safety Act 2011 • New South Wales: Work Health and Safety Act 2011 • Northern Territory: Work Health and Safety (National Uniform Legislation) Act 2011 • Queensland: Work Health and Safety Act 2011 • South Australia: Work Health and Safety Act 2012 • Tasmania: Work Health and Safety Act 2012 • Victoria: Occupational Health and Safety Act 2004 • Western Australia: Occupational Safety and Health Act 1984.

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Unit Mapping Information

Supersedes and is equivalent to CPCCOHS1001A Work safely in the construction industry

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad

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Assessment Requirements for CPCCWHS1001 Prepare to work safely in the construction industry

Modification History

Release	Comment
Version 1	Replaces superseded equivalent CPCCOHS1001A Work safely in the construction industry.

Performance Evidence

A person demonstrating competency in this unit must satisfy the requirements of the elements, performance criteria, foundation skills, and range of conditions of this unit, in addition to the specific performance and knowledge evidence described below.

The person must:

- identify and orally report two construction hazards
- orally explain how risk could be reduced or removed in relation to those two hazards
- select appropriate personal protective equipment (PPE) to control the risk
- orally explain basic procedures for responding to incidents and emergencies, including types and purpose of the following fire safety equipment:
  - fire blankets
  - fire extinguishers, including water, carbon dioxide, powder and foam
  - hose reels and mains
- identify and orally explain the meaning of required safety signs and symbols
- orally explain the purpose of job safety analyses (JSAs), safe work method statements (SWMS) and safety data sheets (SDS)
- orally explain the roles of the following designated health and safety personnel:
  - first aid officers
  - work health and safety representatives
  - work health and safety committee members
  - supervisors.

The person must also demonstrate correctly fitting to themselves the PPE listed below:

- eye protection
- hearing protection
- hard hat

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- high visibility retro reflective vest.

Knowledge Evidence

A person must demonstrate knowledge of:

- basic duty of care, and the roles, rights and responsibilities of business owners and workers in relation to working safely while undertaking construction work
- basic meaning of the terms ‘hazard’ and ‘risk’
- basic principles of risk management, including the following five steps in order:
  - identify hazard
  - assess risk
  - consult and report
  - control hazard
  - review
- basic procedures for accessing first aid
- construction hazards, including those relating to:
  - asbestos
  - confined spaces
  - electrical: power lines, cords and equipment
  - excavations and trenches, including underground services
  - dust
  - falling objects
  - hazardous substances and dangerous goods
  - hot and cold work environments
  - manual handling
  - noise
  - plant and equipment operation
  - traffic and mobile plant
  - unplanned collapse
  - ultraviolet radiation
  - working at heights, including scaffolding
- construction work that requires a high risk work licence
- types, purpose and use of PPE used in construction, as specified in the performance evidence, and including safety footwear, harnesses and respiratory protection, and ultraviolet (UV) protective clothing and sunscreen
- construction emergencies, including:
  - chemical spill
  - fire
  - injury to personnel
  - structural collapse
  - toxic or flammable vapour emission

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    - vehicle or mobile plant accident
- construction incidents, including:
    - incidents resulting in personal injury or damage to property
    - near misses or dangerous occurrences that do not cause injury but may pose an immediate and significant risk to persons or property, and need to be reported so that action can be taken to prevent recurrence
- safe work practices that should be followed in construction work, including:
    - accessing and using site amenities for drinking water, hand washing and toilets
    - following safety procedures when performing work tasks and using equipment
    - identifying and reporting hazards, incidents and injuries in the workplace
    - keeping the work area clean, tidy and free from debris
    - not using or being affected by drugs and/or alcohol while at work
    - preventing bullying and harassment in the workplace
    - selecting and using required PPE
    - smoking only in designated areas
    - storing and removing waste and debris in designated areas
- meanings and symbols associated with construction safety signs, symbols and tags, including:
    - emergency information signs: exits, emergency equipment and first aid
    - fire signs: location of fire alarms and firefighting equipment
    - hazard signs and symbols: danger and warning
    - regulatory signs and symbols: prohibition, mandatory and limitation or restriction
    - safety and lockout tags: danger and out-of-service tags.

Assessment Conditions

The following must be present and available to learners during assessment activities:

- equipment:
    - all of the PPE listed in the performance evidence
- specifications:
    - state or territory Act relevant to the location of the learner, as specified in the range of conditions.

The assessment of performance evidence must be done by direct observation of the learner by an assessor, either by an assessor observing the learner physically and/or by an assessor observing the learner via audio and visual media in real time.

Assessor requirements

As a minimum, assessors must satisfy the assessor requirements in the Standards for Registered Training Organisations (RTOs) current at the time of assessment.

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Assessors must hold the unit *CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry*, or its successor.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad

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CPPPMT3019 Organise and monitor pest management operations

Modification History

Release 1.

Replaces superseded equivalent CPPPMT3019A Organise and monitor pest management operations.

This version first released with CPP Property Services Training Package Version 2.

Application

This unit of competency specifies the outcomes required to organise and monitor major pest management contracts, including allocating work to personnel, and conducting training needs analyses and resultant professional development. A comprehensive understanding of pest management services and treatments offered is required to perform this task efficiently.

The unit supports pest management technicians responsible for assessing work requirements and allocating and monitoring work, including providing appropriate equipment and materials to perform pest management operations. It also covers identifying opportunities for the use of training and assessment to build and recognise staff skills. It applies to pest management technicians who are responsible for leading a small work team.

Licensing, legislative, regulatory or certification requirements apply to pest management in some States. Relevant state and territory regulatory authorities should be consulted to confirm those requirements.

Pre-requisite Unit

Nil

Unit Sector

Pest management

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of

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conditions.

1.	Identify work requirements.	1.1. Work orders are reviewed to identify requirements, including site characteristics and specific requests, according to company requirements.
		1.2. Client needs and expectations are identified and communicated according to work order and company requirements.
		1.3. ***Hazards*** and risk control measures relevant to the work site are confirmed according to company and ***compliance requirements.***
2.	Organise equipment and materials.	2.1. Past work orders are reviewed when available and equipment, ***personal protective equipment*** (PPE) and material requirements are estimated according to company requirements.
		2.2. Required equipment, materials and suitable PPE are accessed according to company requirements.
		2.3. Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
		2.4. Suitable PPE is selected and checked for correct fitting according to manufacturer specifications and company and compliance requirements.
3.	Allocate work orders.	3.1. ***Schedule*** of work orders, to be completed within specified time and budget, is developed according to client, company and compliance requirements.
		3.2. Work orders are ***allocated*** according to company and compliance requirements.
		3.3. Schedule, work orders and associated instructions are communicated to staff according to company requirements.
		3.4. Schedule and work order instructions are confirmed, and where necessary, clarified with staff according to company requirements.

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4.	Provide training and assessment opportunities.	4.1. Staff members' skill gaps are identified according to company requirements.
		4.2. Staff members are encouraged to seek clarification and feedback on work performance and ***training*** needs and opportunities according to company requirements.
		4.3. Relevant training opportunities are provided according to company requirements to meet identified skills gaps and provide for continuous improvement.
		4.4. Assessment opportunities are arranged to enable staff to gain formal recognition of skills according to company requirements.
5.	Monitor performance.	5.1. Performance of work orders is monitored systematically to ensure client expectations and company and compliance requirements are met.
		5.2. Performance issues are identified and followed up promptly according to company requirements.
		5.3. Work is reallocated as required to meet client and company requirements.

Foundation Skills

This section describes the language, literacy, numeracy and employment skills essential to performance in this unit but not explicit in the performance criteria.

Skill	**Performance feature**
Learning skills to:	• identify and use reliable sources of information regarding compliance requirements relevant to organising and monitoring pest management operations • understand and apply knowledge of learning styles of team members and select appropriate development activities and support materials in suitable formats.
Numeracy skills to:	• calculate distances and travel times between client work sites specified on work orders • estimate time to complete work orders and schedule operations

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This section describes the language, literacy, numeracy and employment skills essential to performance in this unit but not explicit in the performance criteria.

Skill	Performance feature
	efficiently, including allocating work orders evenly among staff.
Oral communication skills to:	• explain pest management work order instructions to staff using appropriate language • use questioning to confirm staff understanding of instructions and schedules • interact effectively with clients to negotiate changes to pest management work order schedules, expressing technical information in appropriate language for the client.
Reading skills to:	• read and interpret work orders, client records and compliance requirements relevant to different types of pest management work and work sites.
Writing skills to:	• document the allocation and scheduling of work orders.

Range of Conditions

This section specifies work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Bold italicised wording, if used in the performance criteria, is detailed below.

Hazards to be checked for must include:	• animal bites and stings • confined or restricted spaces • electrical • environmental contamination • fire • lighting • manual handling • moving vehicles and machinery • noise • pesticides or other chemicals

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- remote locations
- respiratory
- slips and trips
- temperature
- ultraviolet (UV) radiation
- working at heights.

Compliance requirements must include:

- Australian standards, quality assurance and certification requirements relating to organising and monitoring pest management operations
- commonwealth and state or territory legislation and local government regulations relating to organising and monitoring pest management operations, including:
  - consumer protection
  - dangerous goods
  - pesticide registers and manifests
  - pesticide use
  - privacy
  - public health and safety
- environmental requirements relating to organising and monitoring pest management operations, including:
  - clean up, containment or isolation of hazards
  - company policies and guidelines
  - emergency chemical spill control measures
  - hazardous materials handling
- industry advisory standards and codes of practice relating to organising and monitoring pest management operations, such as:
  - building codes
  - dangerous goods codes
- regulations, by-laws and guidelines relating to organising and monitoring pest management operations of environmental protection agencies and government departments
- work health and safety requirements relating to organising and monitoring pest management operations, including:
  - procedures for hazard identification, risk assessment and hazard control, including hierarchy of hazard control
  - requirements of national registration authority and state government authorities
  - site inductions and client safety requirements
  - use of safe work methods, including use of pesticides according to manufacturer labels.

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Personal protective equipment must include:	• appropriate eye, ear and respiratory protection • first aid kit appropriate to the task and location • site-specific PPE and clothing requirements • soap and towel • sun protection.
Schedule must include one or more of the following:	• charts and wall-mounted planning boards • electronic or paper-based • to-do lists • work diary.
Allocation of work must include consideration of available staff:	• capabilities • licences • preferences • skills.
Training must include one or more of the following:	• attendance at formal training sessions • demonstrations • on-the-job instructions • self-paced learning packages • structured feedback.

Unit Mapping Information

CPPPMT3019A Organise and monitor pest management operations

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b

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Assessment Requirements for CPPPMT3019 Organise and monitor pest management operations

Modification History

Release 1.

Replaces superseded equivalent CPPPMT3019A Organise and monitor pest management operations.

This version first released with CPP Property Services Training Package Version 2.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit, and must schedule, organise and monitor a work order for pest management at three different premises to be selected as follows:

- three residential premises with different types of construction, or
- three different commercial premises with different uses, or
- a mix of three different residential and commercial premises.

In doing the above, the person must also:

- allocate work and staff
- comply with company, legislative or regulatory requirements
- identify work requirements and hazards and risks associated with pest management and clearly communicate them to work team
- provide equipment and material supplies
- assess staff skill gaps and arrange or provide suitable training, development and assessment opportunities.

Knowledge Evidence

A person demonstrating competency in this unit must demonstrate knowledge of:

- compliance requirements relevant to organising and monitoring pest management operations
- company policies and procedures relevant to organising and monitoring pest management operations, including:
  - emergency response procedures
  - injury, dangerous occurrence and incident reporting
  - health and safety procedures

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  - performance reviews
  - work documentation and reporting procedures
- content and industry terms used in work order specifications
- mathematical methods for budgeting and estimating workloads
- pest management equipment, personal protective equipment (PPE) and materials, including manufacturer specifications for safe use.

Assessment Conditions

Suitable assessment of performance requires:

- equipment:
  - pest management equipment essential for undertaking the work orders specified in the performance evidence
  - PPE as specified in the range of conditions
- materials:
  - materials essential for undertaking the work orders specified in the performance evidence
- specifications:
  - equipment operating manuals
  - plain English guides to relevant compliance requirements
  - relevant client databases and information
  - work order instructions, work plans and schedules, and company policy documents
- physical conditions:
  - access to work sites where work orders are completed in order to monitor team performance
- relationships with team members and supervisor:
  - team leadership role
  - team leaders must be supervised by a person with a full pest management licence
- relationship with client:
  - consultation with client is required
- timeframe:
  - according to work order.

Assessor requirements

As a minimum, assessors must satisfy the assessor requirements in the Standards for Registered Training Organisations (RTOs) current at the time of assessment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b

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CPPPMT3029 Plan and schedule pest management operations

Modification History

Release 1.

Replaces superseded equivalent CPPPMT3029A Plan and schedule pest management operations.

This version first released with CPP Property Services Training Package Version 2.

Application

This unit of competency specifies the outcomes required to plan and schedule all types of pest management operations, including rescheduling work when circumstances change. The unit requires the ability to assess the workload implications of current work orders, including amount and type of work required; and then using this knowledge, to schedule work in a logical and organised manner. A comprehensive understanding of the pest management services and treatments being offered is required.

The unit applies to those managing the presence or activities of pests that may affect the health, safety or amenity of persons or the environment and can be applied to domestic, commercial or industrial premises.

Licensing, legislative, regulatory or certification requirements apply to pest management in some States. Relevant state and territory regulatory authorities should be consulted to confirm those requirements.

Pre-requisite Unit

Nil

Unit Sector

Pest management

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of

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conditions.

1.	Assess requirements of current work orders.	1.1. Work orders are identified for specified ***schedule period*** according to company requirements.
		1.2. Geographic locations of work orders are identified according to company requirements.
		1.3. Work orders are reviewed according to company requirements to assess types of pest management services to be delivered, site entry requirements, and site hazards or health and safety concerns to be addressed.
		1.4. Time requirements are estimated for each work order by comparison with records of similar work orders and according to company requirements.
2.	Prepare work schedule.	2.1. ***Schedule*** of work orders is prepared to maximise company productivity, minimise travel and staff downtime, achieve business targets, and meet client expectations according to company and ***compliance requirements***.
		2.2. Treatment time is planned to minimise disruption and discomfort to clients and ***personnel*** at work site according to company and compliance requirements.
		2.3. Provision is made in schedule for weather and other variables when planning treatments.
		2.4. Emergency and priority work orders are scheduled according to company requirements.
3.	Monitor and adjust work schedule.	3.1. Clients and team members are advised promptly, according to company requirements, when adjustments to the schedule affect timing of work order.
		3.2. Reasons for changes to schedules are recorded according to company requirements to assist future planning.

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Foundation Skills

This section describes the language, literacy, numeracy and employment skills essential to performance in this unit but not explicit in the performance criteria.

Skill	Performance feature
Learning skills to:	• identify and use reliable sources of information regarding compliance requirements relevant to organising and monitoring pest management operations.
Numeracy skills to:	• estimate time to complete work orders and travel between locations • calculate totals of estimated times to identify numbers of work orders to be scheduled and completed in a day.
Oral communication skills to:	• interact effectively with clients to keep them informed of scheduling and to negotiate scheduling changes if required.
Reading skills to:	• interpret work order and compliance requirements related to the pest management tasks to be performed.
Writing skills to:	• record scheduling information accurately and legibly and in formats suitable for staff.
Problem-solving skills to:	• manage a range of contingencies when rescheduling work.

Range of Conditions

This section specifies work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Bold italicised wording, if used in the performance criteria, is detailed below.

Schedule period must	• annual

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include two or more of the following:

- daily
- monthly
- weekly.

Schedule:

- must include one or more of the following:
  - charts and wall-mounted planning boards
  - electronic or paper-based
  - to-do lists
  - work diaries
- must reflect:
  - licence endorsements
  - staff skills, knowledge and preferences.

Compliance requirements must include:

- Australian standards, quality assurance and certification requirements relating to planning and scheduling pest management operations
- commonwealth, state and territory legislation and local government regulations relating to planning and scheduling pest management operations, including:
  - consumer protection
  - dangerous goods
  - pesticide registers and manifests
  - pesticide use
  - privacy
  - public health and safety
- national and industry codes of practice and advisory standards relating to planning and scheduling pest management operations:
  - building codes
  - dangerous goods codes
- work health and safety requirements relating to planning and scheduling pest management operations, including:
  - procedures for hazard identification, risk assessment and hazard control, including hierarchy of hazard control
  - requirements of national registration authority and state government authorities
  - site inductions and client safety requirements
  - use of safe work methods, including use of pesticides according to manufacturer labels.

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Personnel must include:	• clients' staff • colleagues • site visitors, including bystanders • venue, facility, building or shopping centre staff or management.

Unit Mapping Information

CPPPMT3029A Plan and schedule pest management operations

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b

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Assessment Requirements for CPPPMT3029 Plan and schedule pest management operations

Modification History

Release 1.

Replaces superseded equivalent CPPPMT3029A Plan and schedule pest management operations.

This version first released with CPP Property Services Training Package Version 2.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit, and must plan and schedule fifteen work orders for pest management operations at work sites in different geographic locations.

In doing the above, the person must also:

- allocate work to appropriately trained staff
- assess and prioritise work order requirements
- comply with company and compliance requirements for pest management operations
- negotiate rescheduling of two work orders due to unforeseen issues, such as traffic or weather conditions
- schedule work orders efficiently.

Knowledge Evidence

- A person demonstrating competency in this unit must demonstrate knowledge of:
- company procedures relevant to planning and scheduling pest management operations, including:
  - health and safety procedures
  - work documentation and reporting procedures
- compliance requirements relating to planning and scheduling pest management operations
- content and industry terms used in work order specifications
- key features of scheduling software programs and methods
- local conditions and travel routes that may impact on timeframes and schedules for pest management tasks
- scheduling methods and contingency factors that may affect pest management operation schedules
- time requirements to perform each of the pest management services

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- types of pest management services offered.

Assessment Conditions

Suitable assessment of performance requires:

- equipment:
  - computer with internet access
  - maps
  - telephone
- specifications:
  - company procedures relating to planning and scheduling pest management operations
  - fifteen current work orders as specified in the performance evidence
  - manufacturer specifications relating to treatment times
  - past work orders for pest management
  - plain English guides to compliance requirements
- relationships with team members and supervisor:
  - work must be completed individually
- relationship with client:
  - consultation with clients is required
- timeframe:
  - according to work order.

Assessor requirements

As a minimum, assessors must satisfy the assessor requirements in the Standards for Registered Training Organisations (RTOs) current at the time of assessment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b

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CPPSIS3020 Perform basic surveying computations

Modification History

Release 1.

Replaces superseded equivalent CPPSIS3020A Perform basic surveying computations.

This version first released with CPP Property Services Training Package Version 3.

Application

This unit of competency specifies the outcomes required to perform basic surveying computations in a plane coordinate system. The unit covers computations and conversions based on basic mathematical concepts of algebra, geometry and trigonometry. Computations are done on simple regular geometric figures, traverses, angles, bearings, distances, plane coordinates, heights, perimeter and area.

The unit supports those who work under supervision in a surveying and spatial information services team to perform basic computations associated with field work and data collection.

No licensing, legislative, regulatory, or certification requirements apply to this unit of competency at the time of endorsement.

Pre-requisite Unit

Nil

Unit Sector

Surveying and spatial information services

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.
1.	Prepare for basic surveying	1.1. Computational requirements are identified in consultation with ***appropriate persons***.

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	computations.	1.2.	Computational procedures are identified according to industry and organisational requirements.
		1.3.	Computational equipment is selected according to computational and organisational requirements.
2.	Calculate basic surveying data.	2.1.	Computations are performed on angles and bearings according to computational requirements and using computational equipment.
		2.2.	Conversions between polar and rectangular coordinates are performed according to computational requirements.
		2.3.	Computations are performed on the coordinates of a simple closed traverse.
3.	Finalise work processes.	3.1.	Computations and conversions are finalised and their accuracy confirmed according to computational requirements.
		3.2.	Data is recorded according to organisational requirements.

Foundation Skills

This section describes the language, literacy, numeracy and employment skills essential to performance in this unit but not explicit in the performance criteria.

Skill	Performance feature
Numeracy skills to:	• apply the basic concepts of algebra, geometry and trigonometry to plane geometry and measuring simple regular figures • perform calculations relating to geometric figures, area, angles, bearings, distances, traverses, plane coordinates, heights and perimeter.
Oral communication skills to:	• ask questions to clarify work task requirements and computational formulas • discuss computational methods.

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Reading skills to:	• interpret computational data provided in diagrammatic form • interpret written computational tasks.
Writing skills to:	• record computations and results in line with industry requirements and in an appropriate format.
Problem-solving skills to:	• identify errors in computations.

Range of Conditions

This section specifies work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Bold italicised wording, if used in the performance criteria, is detailed below.

Appropriate persons must include at least one of the following:	• experienced computational colleague • qualified surveyor • supervisor or line manager.

Unit Mapping Information

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b

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Assessment Requirements for CPPSIS3020 Perform basic surveying computations

Modification History

Release 1.

Replaces superseded equivalent CPPSIS3020A Perform basic surveying computations.

This version first released with CPP Property Services Training Package Version 3.

Performance Evidence

A person demonstrating competency in this unit must satisfy the requirements of the elements, performance criteria, foundation skills and range of conditions of this unit. The person must also accurately perform basic computations for two different surveying computational tasks, demonstrating the ability to:

- calculate perimeter and areas of simple regular figures
- calculate adjusted coordinates of points on a closed traverse
- convert between:
  - polar and rectangular coordinates
  - vertical angles and gradients and vice versa
- check accuracy of above computations.

During the above surveying computational tasks, the person must:

- communicate clearly with others to clarify work tasks and computational results
- comply with organisational requirements and industry-accepted methods for systematically and legibly laying out computations
- use organisational documents to complete required records.

Knowledge Evidence

A person demonstrating competency in this unit must demonstrate knowledge of:

- common surveying and mathematical terms used in basic surveying computations
- industry-accepted methods for performing and laying out different types of basic surveying computations
- organisational policies and procedures for completing surveying records and documentation.

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Assessment Conditions

The following must be present and available to learners during assessment activities:

- equipment:
  - scientific or programmable calculator or software application
- specifications:
  - task specifications
- relationships with team members and supervisor:
  - working under supervision.

Timeframe:

- as specified by task and organisational requirements.

Assessor requirements

As a minimum, assessors must satisfy the assessor requirements in the Standards for Registered Training Organisations (RTOs) current at the time of assessment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b

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CPPSIS4022 Store and retrieve spatial data

Modification History

Release 1.

Replaces superseded equivalent CPPSIS4022A Store and retrieve spatial data.

This version first released with CPP Property Services Training Package Version 3.

Application

This unit of competency specifies the outcomes required to store and retrieve spatial data, including digital and hard copy storage. The unit covers locating, storing, and backing up data according to organisational procedures.

The unit supports those who work in support positions in a surveying or spatial information services team in surveying, town planning, cartography, mapping and geographic information systems (GIS).

No licensing, legislative, regulatory, or certification requirements apply to this unit of competency at the time of endorsement.

Pre-requisite Unit

Nil

Unit Sector

Surveying and spatial information services

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.
1.	Prepare spatial data for storage.	1.1. Task requirements are identified and clarified with ***appropriate persons***.

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		1.2. Method of spatial data storage and distribution is selected to ensure access to current data and to comply with organisational requirements.
		1.3. Data index is created to assist in retrieval and storage according to organisational requirements.
		1.4. Data is stored and recorded according to organisational requirements.
2.	Access and retrieve spatial data.	2.1. Required spatial data is located and retrieved according to organisational procedures.
		2.2. Spatial data is analysed and translated into required format according to task requirements.
3.	Manage spatial data security.	3.1. Data security and backup measures are applied to manage risk according to organisational risk management plan and procedures.
		3.2. Problems with data security, storage or retrieval are identified and reported according to organisational procedures.

Foundation Skills

This section describes the language, literacy, numeracy and employment skills essential to performance in this unit but not explicit in the performance criteria.

Skill	Performance feature
Numeracy skills to:	• apply basic measurements and computations to accurately mark and record observations and position.
Reading skills to:	• interpret graphical information obtained from global navigation satellite system (GNSS), GIS or other software.
Writing skills to:	• record digital data • write routine reports detailing problems with data storage or retrieval.

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Technology skills to:
- use a range of software applications to access and store data
- use querying commands to obtain information from a database.

Problem-solving skills to:
- identify storage solutions appropriate to different types of spatial data
- identify contingency procedures in the event of unforeseen risk to data security.

Range of Conditions

This section specifies work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Bold italicised wording, if used in the performance criteria, is detailed below.

Appropriate persons must include at least one of the following:
- client
- colleague
- qualified surveyor
- supervisor or line manager
- spatial data provider.

Unit Mapping Information

CPPSIS4022A Store and retrieve spatial data

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b

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Assessment Requirements for CPPSIS4022 Store and retrieve spatial data

Modification History

Release 1.

Replaces superseded equivalent CPPSIS4022A Store and retrieve spatial data.

This version first released with CPP Property Services Training Package Version 3.

Performance Evidence

A person demonstrating competency in this unit must satisfy the requirements of the elements, performance criteria, foundation skills and range of conditions of this unit. The person must also store and retrieve digital and hard copy spatial data for three different projects.

While storing and retrieving the above spatial data, the person must:

- follow organisational procedures to apply data security and backup measures
- comply with administrative and legal requirements for storing and retrieving spatial data, including data privacy and information copyright
- comply with organisational requirements for recording data and completing documentation, and when using the equipment specified in the assessment conditions
- create a workable indexing system
- develop and implement risk management plan, including strategies to protect spatial data
- translate spatial data downloaded from global navigation satellite system (GNSS), geographic information system (GIS), and other relevant software applications.

Knowledge Evidence

A person demonstrating competency in this unit must demonstrate knowledge of:

- key features of spatial reference systems
- methods for downloading data from GNSS, GIS and other relevant software applications
- organisational procedures for storing and retrieving digital and hard copy spatial data, including data privacy and information copyright
- spatial data classification and indexing systems
- spatial data querying techniques.

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Assessment Conditions

The following must be present and available to learners during assessment activities:

- equipment:
  - data retrieval equipment
  - computer with software appropriate for spatial data storage and retrieval
  - hard copy and digital data storage media
- specifications:
  - organisational policies, procedures and documentation relating to:
    - work health and safety
    - data privacy and information copyright
- physical conditions:
  - access to equipped work station
- relationships with team members and supervisor:
  - working in a team.

Timeframe:

- as specified by task and organisational requirements.

Assessor requirements

As a minimum, assessors must satisfy the assessor requirements in the Standards for Registered Training Organisations (RTOs) current at the time of assessment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b

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CPPSIS4024 Source and assess spatial data

Modification History

Release 1.

Replaces superseded equivalent CPPSIS4024A Collect and set out spatial data.

This version first released with CPP Property Services Training Package Version 3.

Application

This unit of competency specifies the outcomes required to source spatial data from a range of media and datasets, and assess its availability and suitability for use in meeting client requirements. The unit covers researching and assessing data suppliers and information, such as metadata and attributes, to determine the most suitable sources of available data to meet job specifications. The unit also covers collecting and setting out data using a computer and software suitable for manipulating and presenting spatial data. The unit requires the ability to measure and reduce data and write technical reports.

The unit supports those who work in support positions for surveying and mapping, town planning, cartography and geographic information systems (GIS).

No licensing, legislative, regulatory, or certification requirements apply to this unit of competency at the time of endorsement.

Pre-requisite Unit

Nil

Unit Sector

Surveying and spatial information services

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.

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1.	Source spatial data.	1.1. Job specifications for required spatial data are identified in consultation with ***appropriate persons***.
		1.2. Search is undertaken of a range of media to identify sources of potential spatial data.
		1.3. ***Metadata***, datasets and attributes are obtained and assessed to determine most appropriate data source according to job specifications.
		1.4. Potential sources of spatial data are listed according to job specifications and organisational requirements.
2.	Assess potential spatial data.	2.1. Potential spatial data and datasets are assessed for suitability against job specifications.
		2.2. Availability of suitable spatial data is verified with potential suppliers, and constraints are identified according to organisational requirements.
		2.3. Spatial data indexing, backup and archiving requirements are determined to ensure currency.
3.	Prepare data suitability report.	3.1. Spatial data is collected and set out according to job specifications and organisational requirements.
		3.2. Administrative and industry requirements for data collection are complied with and recorded.
		3.3. ***Documentation*** is completed according to organisational requirements.

Foundation Skills

This section describes the language, literacy, numeracy and employment skills essential to performance in this unit but not explicit in the performance criteria.

Skill	Performance feature
Initiative and enterprise skills to:	• identify situations requiring the need to obtain further sample data to ensure data suitability.

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Numeracy skills to:	• interpret and compare data version information • measure spatial data components.
Oral communication skills to:	• ask questions to clarify data requirements.
Reading skills to:	• interpret graphical and technical information from maps and photographs.
Writing skills to:	• prepare clear and accurate technical reports that can be interpreted by a third party.
Technology skills to:	• use a computer and software to set out and format spatial data.
Problem-solving skills to:	• implement contingency measures where there are constraints on the use of spatial data.

Range of Conditions

This section specifies work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Bold italicised wording, if used in the performance criteria, is detailed below.

Appropriate persons must include at least one of the following:	• client • colleague • qualified surveyor • supervisor or line manager • spatial data provider.
Metadata must include at least four of the following:	• availability • conditions of use • coordinate system • currency

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- custodian
- data accuracy
- data description
- date of acquisition
- licence
- quality
- source
- spatial data acquisition methodologies
- version control.

Documentation must include:

- written assessment of data availability, including cost, licensing conditions, and constraints on use
- written assessment of suitability of available data in meeting requirements for accuracy, completeness, coverage, density, logical consistency and specifications.

Unit Mapping Information

CPPSIS4024A Collect and set out spatial data

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b

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Assessment Requirements for CPPSIS4024 Source and assess spatial data

Modification History

Release 1.

Replaces superseded equivalent CPPSIS4024A Collect and set out spatial data.

This version first released with CPP Property Services Training Package Version 3.

Performance Evidence

A person demonstrating competency in this unit must satisfy the requirements of the elements, performance criteria, foundation skills and range of conditions of this unit. The person must also source and assess the availability and suitability of spatial data for two different projects in consultation with colleagues.

While sourcing and assessing the above spatial data, the person must:

- clarify job specifications, including extent, content, intended use, accuracy, precision and format of spatial data
- complete required documentation, including written assessments as specified in the range of conditions
- communicate clearly with others to clarify and discuss work tasks
- comply with legal and organisational requirements relating to:
  - completing records and documentation
  - copyright and ownership of spatial data
  - using and storing equipment
  - working safely
- perform spatial data measurements, reduction and manipulation with accuracy
- set out spatial data and related attributes, including:
  - colour
  - layer
  - level
  - line type
  - line width
  - text
- verify availability of suitable data with suppliers, taking into account copyright and ownership constraints.

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Knowledge Evidence

A person demonstrating competency in this unit must demonstrate knowledge of:

- accuracy and precision requirements relating to measuring and recording spatial data
- key features of spatial reference systems
- methods for assessing the availability and suitability of spatial data
- potential sources of spatial data and datasets
- range of basic spatial data capture and data set-out methodologies
- requirements to comply with data license agreements and copyright
- spatial data formats, handling and structure
- spatial data recording and reduction techniques.

Assessment Conditions

The following must be present and available to learners during assessment activities:

- equipment:
  - computer with software appropriate for spatial data manipulation and set-out
  - printer
- specifications:
  - job specifications
  - organisational policies and procedures relating to:
    - work health and safety
    - data privacy and information copyright
- physical conditions:
  - access to equipped work station
- relationships with team members and supervisor:
  - working in a team.

Timeframe:

- as specified by project requirements.

Assessor requirements

As a minimum, assessors must satisfy the assessor requirements in the Standards for Registered Training Organisations (RTOs) current at the time of assessment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b

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CPPWMT4007A Implement waste management plans

Modification History

Revised unit

Unit updated and equivalent to PRMWM07B Implement waste management plan

Unit Descriptor

This unit of competency specifies the outcomes required to implement a waste management plan. It requires the ability to follow assignment instructions, liaise with clients, and effectively identify and assess their waste practices and issues that affect their organisation's operations.

Application of the Unit

This unit of competency supports individuals with responsibilities for implementing an organisation's waste management plans, procedures and programs in a work area. It includes contributing to the implementation of developed strategies, systems and plans, as well as recognising the need for expert advice. It also may include the ability to lead a team.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Organise for implementation of waste management plan.	1.1	***Waste management plan*** is reviewed to determine implementation requirements.
		1.2	***Potential hazards and risks*** are identified and communicated to designated ***appropriate person***.
		1.3	***Equipment***, including ***emergency and personal protective equipment*** (PPE), is selected for implementation of strategy according to ***organisational requirements*** and occupational health and safety (OHS) procedures.
		1.4	Personnel are informed how to ***maintain PPE***.
2	Undertake plan implementation activities.	2.1	New or changed waste management procedures and processes are explained to relevant personnel.
		2.2	New or changed waste management procedures are implemented according to waste management plan, organisational requirements and ***legislation and codes***.
		2.3	Education and training are provided to personnel to ensure full understanding of and commitment to waste management plan.
3	Monitor and review outcomes of waste management plan.	3.1	***Review of waste management plan*** is conducted to determine safety, feasibility, compliance, efficiency and effectiveness.
		3.2	Necessary adjustments to waste management plan are made to maximise achievement of objectives.
		3.3	Details of implementation and review of waste management plan are documented and reviewed according to organisational requirements.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- interpersonal skills to:
  - work in a team environment
  - lead teams
- technical skills to facilitate:
  - plant and equipment operation, including computer operation and problem solving
  - basic cleaning and maintenance of plant and equipment
  - selection of plant and equipment
- reading skills to interpret:
  - plans
  - documents
- problem-solving skills to identify hazards and risks
- self-management skills to:
  - apply signalling techniques
  - conduct work practices safely and efficiently
  - organise work methodically
  - keep records
  - use information technology to complete tasks
  - use emergency and PPE
- oral communication skills to:
  - ask questions
  - listen actively
  - consult
  - give instructions
  - provide information
- planning and initiative skills to supervise teams, including:
  - providing guidance
  - demonstrating functions associated with waste management
  - implementing change
  - undertaking quality control inspections
- critical thinking skills to implement waste management plan, identifying:
  - resource needs
  - hazards and risks
- written communication skills for:
  - report writing
  - documentation

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Required knowledge

- environmental issues relating to:
  - life cycle of products: re-new, re-use and recycle
  - environmental regulations
  - renewable energy
- identification of:
  - waste types, streams and characteristics
  - waste non-conformances
  - unanticipated waste
  - hazardous waste
  - waste non-conformance procedures
  - waste containment
  - waste disposal and recovery routes
- OHS requirements relating to:
  - dangerous goods and hazardous substances
  - OHS hierarchy of control
- resource recovery options relating to:
  - valuable resources within materials
  - potential resources to be recovered
- waste assessment review, including:
  - analysing waste practices
  - analysing previous assessment plans and assessment processes
  - incorporating standard audit requirements and procedures
  - incorporating nature and significance of waste minimisation hierarchy
  - incorporating types of client waste management surveys and their uses
- waste management provision, including:
  - duty of care
  - legislation, regulations and codes of practice applicable to specific waste management functions
  - organisational pricing schedules
  - organisational requirements and structure, including workplace communication channels and procedures
  - waste management options
  - waste management hierarchy

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the

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performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration in the workplace or in discussion, relaying the implementation of waste management plans.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • interpret waste management plan requirements • implement new processes and procedures • organise education and training • monitor outcomes of a waste management plan, incorporating OHS requirements.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals.
Method of assessment	Waste management plans must be implemented in line with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in implementing a waste management plan. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

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	Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPWMT4027A Select and obtain waste management plant, equipment and materials • CPPWMT4030A Determine waste management services • CPPWMT4032A Inform and educate clients on waste management issues • CPPWMT5033A Educate public on waste management issues.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Waste management plan may include:	• implementation strategies, including:
	  • material safety data sheets (MSDS)
	  • measurement and recording
	  • OHS procedures
	  • PPE
	  • legislation and codes
	  • site contract requirements
	  • work procedures
	• objectives pertaining to:
	  • changes to processes and procedures
	  • environmental issues
	  • education and training
	  • past and future reviews and audits
	  • recycling requirements
	  • reduction of waste
	• review strategies, including:
	  • internal and external audits
	  • monitoring statistics
	  • monitoring personnel performance following training
	  • undertaking quality control checks

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	• reviewing effectiveness of new procedures and processes • formalising review strategies via re-planning • sampling • counting waste • targets, such as: • carbon emissions reduction • lean management • recycling rates • waste minimisation.
Potential hazards and risks are those identified by the organisation that may lead to:	• damage to plant, vehicle or property • harm to the environment • illness or injury to employees, contractors or the public • injuries resulting from manual handling and repetitive work.
Hazards and risks may include:	• broken glass • broken metal • compaction equipment • contamination • dust • fire • gases and fumes • hazardous waste (e.g. sharps) • narrow driveways • other vehicles and equipment • overhanging signs • projectiles • spark-producing equipment • unguarded conveyor belts • weather.
Appropriate persons may include:	• supervisor • team member.
Equipment includes:	• absorbent material • bunding equipment • camera • collection containers • lifting gear • measurement equipment • PPE • reference manuals • safety barriers and warning signs • sample bench

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	• scales.
Emergency and personal protective equipment must include:	• communications equipment • eye protection, such as goggles and protective glasses • eyewash kit • fire extinguishers • first aid kit • footwear • gloves • overalls and protective clothing.
Emergency and personal protective equipment could also include:	• breathing apparatus • emergency procedure guides • face shields or masks • hard hats • hearing protection • MSDS • spill kit.
Organisational requirements may include:	• briefing papers • job sheets • memos • letters • quality assurance documents • tender and contract documents • verbal and written instructions and directions.

Maintain PPE **must include:**	• clean, fit, wear and store equipment according to:
	  • equipment specifications
	  • organisational requirements
	  • manufacturer specifications
	  • OHS regulations.

Legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial
	  • OHS
	  • trade practices

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	• road laws.
Review of waste management plan may include:	• internal and external audits • monitoring statistics • monitoring personnel performance following training • quality control check • review of effectiveness of new procedures and processes • sampling • counting waste.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT4030A Determine waste management services

Modification History

Revised unit

Unit updated and equivalent to PRMWM30B Determine waste management services

Unit Descriptor

This unit of competency specifies the outcomes required to determine waste management services suitable for a client's waste management requirements. It requires the ability to analyse practices and develop strategies by working effectively with clients.

Application of the Unit

This unit of competency supports individuals with supervisory responsibilities for developing waste management strategies. It includes contributing to the implementation of developed strategies, systems and plans, as well as recognising the need for expert advice.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Clarify client requirements.	1.1	Information relating to ***client*** contact with organisation is reviewed.
		1.2	Client needs and waste management requirements are established through questioning and discussion.
		1.3	Site ***assessment*** is organised to determine and clarify ***client requirements***.
2	Undertake site inspection.	2.1	***Waste characteristics***, ***waste types*** and volume of waste are established.
		2.2	Waste assessment is conducted to clarify client requirements.
		2.3	Details relating to access for the provision of waste management services are confirmed.
		2.4	Client's existing waste management habits and processes are determined from questioning and observation.
		2.5	***Potential hazards and risks*** to waste management service provision are identified.
3	Determine service and information requirements.	3.1	Waste management service is designed to meet client needs and to be cost-effective.
		3.2	Service is offered according to ***organisational requirements*** and environmental, occupational health and safety (OHS) regulations and other ***legislation and codes***.
		3.3	Client is provided with accurate and understandable ***information relating to waste management strategy*** in order to make an informed decision.
		3.4	Additional advice is sought where required in relation to compliance with environmental, and OHS regulations and other legislation and codes.
		3.5	Staffing or contracting requirements in relation to waste

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			management service are determined.
4	Record assessment as required.	4.1	Information on client requirements and service proposed is recorded, according to organisational requirements.
		4.2	Information on service provision, legal requirements and organisational requirements is provided to the client.
		4.3	Client is provided with a copy of ***assessment documentation***.
		4.4	Organisational records are updated according to organisational requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
  - determine appropriate waste management service
  - observe review operations
- basic numeracy skills to:
  - compare service costs
  - review claims
- reading skills to interpret:
  - maps
  - plans
  - documents
  - work requirements and material safety data sheets (MSDS)
- self-management skills to:
  - conduct work practices safely and efficiently
  - apply accuracy and attention to detail
  - apply decision making
  - identify hazards and risks
  - organise work methodically
  - source, organise and apply information
  - use applicable information technology

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- oral communication skills to:
  - request advice or further information
  - listen actively
  - consult
  - negotiate
- written communication skills to:
  - write reports
  - process documentation

Required knowledge

- environmental issues relating to:
  - life cycle of products: re-new, re-use and recycle
  - environmental regulations
  - renewable energy
- OHS requirements relating to:
  - dangerous goods and hazardous substances
  - OHS hierarchy of control
  - potential hazards and risks to waste management services
  - emergency response procedures
- plant, equipment and materials to facilitate:
  - operation of plant and equipment
  - cleaning and maintenance of plant and equipment
  - plant shut-down, lock-out and isolation procedures
- identification of waste types, including:
  - waste types, streams, non-conformances and characteristics
  - unanticipated waste
- principles of supervision, including:
  - leading by example
  - providing or organising training
  - establishing work plans
  - monitoring work activity and team outputs
  - establishing effective communication channels
- resource recovery options relating to:
  - valuable resources within materials
  - potential resources to be recovered
- regulations and standards affecting:
  - establishing plant
  - equipment and materials used in the waste management industry
  - plant equipment
  - providing or organising training

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- range of waste management services, including:
  - business methods and operations organisational requirements, including confidentiality requirements
  - client requirements, including confidentiality requirements
  - proprietary issues
  - reporting requirements
  - waste management options
  - waste management hierarchy
  - waste site management plan
  - industry standards

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration in the workplace or in discussion, relaying how waste management services are determined.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • clarify a client's waste management service requirements • perform a thorough site assessment, obtaining correct information on type, volume and characteristics of waste • assess client's waste management habits • identify hazards, risks and associated OHS concerns to waste management service provision.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals.
Method of assessment	Waste management services must be determined in line with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess

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	competency in the determination of waste management service. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPPCMN4004B Facilitate effective client relationships • CPPWMT4027A Select and obtain waste management plant, equipment and materials • CPPWMT4032A Inform and educate clients on waste management issues • CPPWMT5033A Educate public on waste management issues.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Client may include:	• all forms of business enterprises in this context, including:
	  • government agencies
	  • internal customers
	  • local governments and councils
	  • private and public companies

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	• residents and ratepayers.
Assessment may include the following methods:	• discussion with client • review of past service records • visual inspection.
Client requirements may include expectations expressed in:	• briefing papers • contract documents • letters • memos • quality assurance documents • tender documents • verbal or written instructions.
Waste characteristics may include:	• density • level of contamination • quality • shape • size • volume • weight.
Waste types may include:	• solid (non-hazardous), e.g. construction and demolition • liquid (non-hazardous), e.g. chemical and aqueous • hazardous – regulated, prescribed, quarantined, medical and clinical • recoverable resources, e.g. recyclable and green waste.
Potential hazards and risks are those identified by the organisation that may lead to:	• damage to plant, vehicle or property • harm to the environment • illness or injury to employees, contractors or the public • injuries resulting from manual handling and repetitive work.
Hazards and risks may include:	• broken glass • broken metal • compaction equipment • contamination • dust • fire • gases and fumes • hazardous waste (e.g. sharps) • narrow driveways • other vehicles and equipment • overhanging signs • projectiles • spark-producing equipment • unguarded conveyor belts

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	• weather.
Organisational requirements may include information found in:	• briefing papers • job sheets • letters • memos • operations manuals • quality assurance documents • tender and contract documents • verbal or written instructions • work procedures.

Legislation and codes may include:	• commonwealth, state and territory legislation, including:
	  • environmental protection
	  • OHS
	• industry codes.

Information relating to waste management strategy may include:	• access to site • environmental issues • location of waste containers • maps of plant or site • OHS procedures • processing methods • production dates and schedules • production inputs and outputs • recycling options • site size • specific site requirements • storage and disposal methods • waste handling • waste hazards • waste outputs • waste recovery routes • waste streams.
Assessment documentation may include:	• organisational activity records • detailed proposals • written reports.

Unit Sector(s)

Waste management

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Custom Content Section

Not applicable.

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CPPWMT4032A Inform and educate clients on waste management issues

Modification History

Revised unit

Unit updated and equivalent to PRMWM32B Inform and educate clients on waste management issues

Unit Descriptor

This unit of competency specifies the outcomes required to inform and educate clients on waste management issues. It requires the ability to analyse practices and develop strategies by working effectively with clients.

Application of the Unit

This unit applies to those responsible for waste management information dissemination. It includes contributing to the development and implementation of developed strategies, systems and plans, as well as recognising the need for expert advice.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Determine requirements for provision of information and advice to client.	1.1	***Need for provision of information*** is determined from log of common ***client*** inquiries, review of client compliance levels, new waste management trends and issues, and changes in services provided.
		1.2	***Information*** requirements, including ***target groups*** for advice, are determined through discussion with clients and relevant interest groups.
		1.3	Organisational requirements and requirements of ***legislation and codes*** of practice are identified.
2	Provide information and advice to client.	2.1	Information is checked to ensure it provides client with practical options for the effective management and minimisation of waste.
		2.2	Information is provided in a clear and concise manner.
		2.3	Client is provided with opportunity to confirm understanding and seek clarification.
		2.4	Client is provided with reliable documentation and suitable publications for ongoing reference.
3	Assist client to obtain access to additional information as required.	3.1	***Sources of additional information*** are provided to ensure client can follow up when required.
		3.2	Details on organisations providing waste management services are provided to assist in future service provision as required.
		3.3	Information on community, government, industry services and their ***responsibilities and capacities*** is checked to ensure it meets client needs.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
  - determine appropriate waste management service
  - observe review operations
- interpersonal skills to:
  - assess client needs
  - coordinate activities
  - provide information in a team environment on a range of waste management issues
- reading skills to interpret:
  - maps
  - plans
  - documents
  - work requirements and material safety data sheets (MSDS)
- problem-solving skills to source, organise and apply information
- self-management skills to:
  - apply accuracy and attention to detail
  - organise work methodically
  - conduct project management
  - use applicable information technology
- oral communication skills to:
  - ask questions
  - facilitate
  - listen actively
  - present information
  - consult
  - negotiate
- written communication skills for:
  - report writing
  - documentation
  - presentation

Required knowledge

- environmental issues relating to:
  - life cycle of products: re-new, re-use and recycle
  - environmental regulations
  - renewable energy

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- occupational health and safety (OHS) requirements relating to:
  - dangerous goods and hazardous substances
  - OHS hierarchy of control
  - potential hazards and risks to waste management
  - emergency response procedures
- identification of waste types, including:
  - waste types, streams, non-conformances and characteristics
  - unanticipated waste
- presentation standards, including:
  - designing sessions in a manner that focuses on key messages
  - establishing rapport with audience
  - informing audience in a clear manner
  - summarising key points
- resource recovery options relating to:
  - valuable resources within materials
  - potential resources to be recovered
- range of waste management services, including:
  - client requirements
  - organisational requirements
  - industry standards
  - legal implications
  - problem-solving strategies
  - sources of waste management information
  - waste management options
  - waste management hierarchy
  - waste minimisation strategies
  - waste types, streams and characteristics

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration in the workplace or in discussion, relaying how to inform and educate clients on waste management issues.
Critical aspects for assessment and evidence	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in

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required to demonstrate competency in this unit	this unit. In particular the person should demonstrate the ability to: • determine requirements for provision of information and advice to client • communicate clearly • provide client with information and advice on waste management and OHS issues.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals.
Method of assessment	Clients must be informed and educated on waste management issues in line with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in the provision of information and education. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units of competency relevant to the job function, for example: • CPPCMN4004B Facilitate effective client relationships • CPPWMT4030A Determine waste management services

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	• CPPWMT5033A Educate public on waste management issues.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Need for provision of information may arise from:	• client's waste management needs and requirements • carbon emission discussions • compliance requirements • discussions with client on waste characteristics, waste types and their treatment • environmental considerations • OHS considerations • potential hazards and risks • recycling considerations • waste disposal cost considerations.

Client may include:	• all forms of business enterprises in this context, including:
	  • government agencies
	  • internal customers
	  • local governments and councils
	  • private and public companies
	  • residents and ratepayers.

Information may include:	• all aspects of waste management, including:
	  • waste management service available
	  • waste minimisation
	• carbon emissions
	• cost of waste management services
	• impact on the environment of waste
	• recycling
	• legislation and codes.

Target groups may be identified by:	• age group • culture • ethnicity • industry • occupation • geographic location

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	• religion.

Legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial
	  • OHS
	  • trade practices
	• road laws.

Sources of additional information may include:	• organisational publications • government information • industry publications.
Responsibilities and capacities may include:	• availability of trained, experienced or licensed persons • costs • maintenance of site.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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CPPWMT5036A Develop waste management plans

Modification History

Revised unit

Unit updated and equivalent to PRMWM36B Develop a waste management plans

Slight change to outcome to clarify the difference between ‘Developing a waste management plan’ and ‘Developing waste management strategies’

Unit Descriptor

This unit of competency specifies the outcomes required to develop a waste management plan for a client. It requires the ability to plan activities, liaise with clients, and effectively identify and assess their waste practices as well as issues that impact on their organisation’s operations.

Application of the Unit

This unit of competency supports individuals who plan waste management activities. It includes contributing to the development of strategies, systems and plans, as well as recognising the need for expert advice. It also includes the ability to factor contingencies like staff supervision into planning processes.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised

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unit of competency.	text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Review and evaluate waste management strategies to determine possible options.	1.1	***Waste management strategies*** are reviewed in line with ***organisational strategies and priorities***.
		1.2	***Feasibility of waste management strategies*** is assessed to ensure development of a realistic and achievable plan that conforms to ***client*** requirements and ***legislation and codes***.
		1.3	Plan is reviewed following feedback from relevant personnel.
2	Draft waste management plan.	2.1	Objectives and outcomes of waste management plan are identified, incorporating client's waste avoidance or minimisation aims and goals, where supplied.
		2.2	Waste management plan with ***implementation details*** is produced.
		2.3	Necessary adjustments to waste management plan are made to maximise achievement of objectives.
		2.4	Waste management plan incorporates ***staffing and contracting requirements***, ***specific waste management strategies*** and ***presentation*** requirements.
		2.5	Client is consulted in the development of waste management plan.
		2.6	Waste management plan is documented according to ***organisational requirements*** and legislation and codes.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- analytical skills to undertake historical analysis of practices
- interpersonal skills to:
  - manage consultation processes
  - present plans
- management skills to:
  - conduct strategic problem solving
  - plan work practices
  - organise work methodically
  - apply quality assurance practices
  - use information technology to complete tasks
- oral communication skills to:
  - ask questions
  - listen actively
  - provide strategic information
- reading skills to interpret:
  - plans
  - complex documentation
  - written communication skills to prepare complex strategic documentation
- critical thinking skills to develop waste management plan, identifying:
  - resource needs
  - hazards and risks

Required knowledge

- environmental issues relating to:
  - life cycle of products: re-new, re-use and recycle
  - environmental regulations
  - renewable energy
- features required for waste management plans, including:
  - site contract requirements
  - reclamation, recycling and re-use
  - waste disposal methods
  - waste minimisation
  - waste prevention
  - waste segregation
  - work procedures
  - environmental issues
  - environmental education
  - past and future reviews and audits

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    - training outline
    - internal and external audits
    - monitoring personnel performance following training
    - quality control checks
    - review of effectiveness of new procedures and processes
    - targets, such as:
        - carbon emissions reduction
        - cleaner production
        - lean management
        - recycling rates
        - waste disposal
        - waste minimisation
- identification and strategic knowledge of:
    - waste types, streams and characteristics
    - waste non-conformances
    - unanticipated waste
    - waste non-conformance procedures
    - waste containment
    - waste disposal and recovery routes
- occupational health and safety (OHS) requirements relating to:
    - dangerous goods and hazardous substances
    - OHS hierarchy of control
- resource recovery options relating to:
    - valuable resources within materials
    - potential resources to be recovered
- waste audit, including:
    - analysing waste practices
    - analysing previous audit plans and audit processes
    - outlining possible benefits and outcomes from conducting a waste assessment
    - types of client waste management surveys and their uses
    - sampling techniques
- waste management provision, including:
    - organisational requirements and structure, including workplace communication channels and procedures
    - legislation, regulations and codes of practice applicable to specific waste management functions
    - waste management options
    - nature and significance of waste minimisation hierarchy life cycle assessment
    - organisational pricing schedules
    - waste management hierarchy

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- duty of care

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration of the development of waste management plans.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • conduct feasibility analysis of plans • consult with clients to determine plans • present developed waste management plans.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals.
Method of assessment	The process of developing a waste management plan must comply with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in the development of a waste management plan. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.

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Guidance information for assessment	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units of competency relevant to the job function, for example: • CPPWMT4030A Determine waste management services • CPPWMT5004A Develop waste management strategies • CPPWMT5033A Educate public on waste management issues.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Waste management strategies may include:	• implementation strategies, such as:
	  • advertising
	  • compliance
	  • education and training
	  • employee participation
	  • environmental activity
	• management strategies, such as:
	  • material safety data sheets (MSDS)
	  • measurement and recording
	  • OHS procedures
	  • personal protective equipment (PPE)
	  • process audits
	  • process changes
	  • product and material changes
	  • product scheduling and planning
	  • legislation and codes
	  • site contract requirements
	  • reclamation, recycling and re-use
	  • waste disposal methods

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	• waste minimisation • waste prevention • waste segregation • work procedures • objectives pertaining to: • changes to processes and procedures • environmental issues • education and training • past and future reviews and audits • recycling requirements • reduction of waste • review strategies, including: • internal and external audits • monitoring statistics • monitoring personnel performance following training • undertaking quality control checks • reviewing effectiveness of new procedures and processes • formalising review strategies via re-planning • sampling • counting waste • targets, such as: • carbon emissions reduction • cleaner production • lean management • recycling rates • waste disposal • waste minimisation.
Organisational strategies and priorities may include:	• carbon emissions reduction • cleaner production • lean management • recycling rates • waste disposal methods • waste minimisation • waste prevention • waste segregation.
Feasibility of waste management strategies may include considering:	• commitment to waste avoidance • compliance with legislation and codes • cost-benefit analysis • costs • governance

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	• lead time
	• potential hazards and risks, such as:
	  • broken glass
	  • broken metal
	  • compaction equipment
	  • contamination
	  • dust
	  • fire
	  • gases and fumes
	  • hazardous waste (e.g. sharps)
	  • narrow driveways
	  • other vehicles and equipment
	  • overhanging signs
	  • projectiles
	  • spark-producing equipment
	  • unguarded conveyor belts
	  • weather
	• process constraints
	• resource requirements, including:
	  • equipment
	  • personnel
	  • resources available.

Client may include:	• all forms of business enterprises in this context, including:
	  • government agencies
	  • internal customers
	  • local governments and councils
	  • private and public companies
	  • residents and ratepayers.

Legislation and codes may include:	• codes, including:
	  • Australian Code for the Transport of Dangerous Goods by Road and Rail
	  • industry
	• commonwealth, state and territory legislation, including:
	  • anti-discrimination
	  • environmental protection
	  • equal employment opportunity
	  • freedom of information
	  • industrial
	  • OHS

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	• trade practices • road laws.

Implementation details may include:	• education
	• potential hazards and risks are those identified by the organisation that may lead to:
	  • damage to plant, vehicle or property
	  • harm to the environment
	  • illness or injury to employees, contractors or the public
	  • injuries resulting from manual handling and repetitive work
	• process changes
	• resource requirements
	• schedules
	• targets
	• timelines.

Staffing and contracting requirements may include:	• contracting skilled labour • personnel skill level • skills required to achieve plan • supervisory requirements • training requirements.
Specific waste management strategies may include:	• environmental issues • plant or site improvements • OHS procedures • processing methods • production dates and schedules • production inputs and outputs • recycling options • specific site requirements • storage and disposal methods • waste handling • waste hazard treatment • waste outputs • waste recovery.
Presentation may include:	• discussion • electronic communication • PowerPoint • written report.
Organisational requirements may include information found in:	• briefing papers • job sheets • letters • memos • operations manuals

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	• policy and procedures documents • quality assurance documents • site development plans • tender and contract documents • training materials • verbal or written instructions • work procedures.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.

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DEFADI001 Hook up external lift loads

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to hook up externally slung loads to rotary wing aircraft.

It includes preparing for and hooking up external lift hook-up tasks/loads. It also includes responding to external load-lifting emergencies and/or abnormal situations and concluding external lift hook-up task.

This unit applies to persons working as part of an aerial delivery crew, often in conjunction with the crew of supporting aircraft, tasked for external lift operations in support of airmobile operations.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit act in a broad range of contexts under supervision and as part of a team, and perform specific tasks.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Air Dispatch

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Prepare for external lift hook-up tasks**	**1.1** Obtain and comply with task instructions
		1.2 Assess risks associated with task instructions and apply relevant risk control measures
		1.3 Inspect, fit and prepare personal protective equipment
		1.4 Prepare landing pad/landing site/landing zone (LP/LS/LZ) areas
		1.5 Undertake hook-up drills to ensure task readiness
		1.6 Obtain, review and attach documentation to load
2	**Hook up external lift loads**	**2.1** Complete external lift hook-ups in accordance with operational procedures
		2.2 Instigate hook-up team movement to designated safe position and complete observation of rigged load being lifted
		2.3 Use hand signals to communicate with aircrew in accordance with operational protocols
3	**Respond to external load-lifting emergencies and abnormal situations**	**3.1** Identify external load-lifting risks and communicate potential load-lifting emergencies to aircrew, as required
		3.2 Undertake risk and/or emergency remedial actions, as required, in accordance with operational procedures
4	**Conclude external lift hook-up task**	**4.1** Identify and report damage to stores and equipment
		4.2 Restore and return personal protective equipment
		4.3 Complete task details documentation in accordance with task requirements
		4.4 Refurbish LP/LS/LZ areas
		4.5 Recover and return aerial delivery equipment

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFAD001A Rig and hook up loads during rotary wing external lift operations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFADI001 Hook up external lift loads

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant legislation, standards, and organisational policies and procedures
- completing relevant documentation
- identifying hazards, assessing risks and applying risk control measures to minimise, control, eliminate or report identified hazards
- inspecting equipment prior to hooking up externally slung loads to rotary wing aircraft
- reading, interpreting and complying with instructions, organisational procedures and regulations
- securing, rigging and hooking up externally slung loads to rotary wing aircraft
- selecting and using appropriate protective clothing and equipment
- using equipment effectively in the operating environment.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- aircraft and airfield hazards and relevant control measures
- capabilities of relevant rotary wing aircraft
- external lift hook-up procedures and guidelines
- principles of safe load lifts and static discharge
- relevant emergency incident management plan, and organisational policies and procedures
- relevant safe work practices when slinging loads to rotary wing aircraft
- safe weight limits for externally slung loads to rotary wing aircraft
- relevant manual lifting procedures, particularly related to refurbishing stores.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

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As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including organisational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFADI002 Assist in establishing and clearing a cargo drop zone

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to participate in cargo drop zone operations, to assist with setting up a cargo drop zone capable of receiving containers and/or platform airdrop loads, and to assist with clearing a cargo drop zone.

It includes assisting in clearing and setting up a cargo drop zone.

This unit applies to persons working in an air logistics environment, in tactical and non-tactical contexts.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work in a broad range of contexts under supervision and as part of a team, and perform specific tasks.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Air Dispatch

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Participate in cargo operations to set up a cargo drop zone**	**1.1** Recover parachutes in accordance with organisational procedures
		1.2 Close the drop zone
		1.3 Observe deployment sequence and impact of load onto drop zone
		1.4 Recover airdropped loads in accordance with organisational procedures
2	**Assist in setting up a cargo drop zone**	**2.1** Establish readiness of drop zone using code identifiers, in accordance with organisational protocols
		2.2 Undertake risk assessment of drop zone and implement relevant risk control measures as required
		2.3 Set up markers or signal devices in accordance with operational procedures
		2.4 Select a suitable area for type of airdrop to meet operational requirements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFAD002A Assist in establishing and clearing a cargo drop zone.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFADI002 Assist in establishing and clearing a cargo drop zone

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant legislation, standards and workplace procedures including:
  - work health and safety (WHS)
  - hazard prevention
  - use of manually operated equipment to shift loads
  - housekeeping
- identifying hazards, assessing workplace risks and applying relevant risk control measures
- preparing for drop zone operations including:
  - clearing a cargo drop zone
- reporting and/rectifying potential difficulties in shifting a load
- using manual lifting procedures, particularly related to refurbishing parachutes and drop stores.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- emergency incident management plan, and organisational policies and procedures
- relevant legislation, standards, and organisational policies and procedures
- relevant organisational manual lifting procedures, particularly related to refurbishing parachutes and drop stores
- relevant risk control measures
- relevant safe work practices when clearing a cargo drop zone.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include

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requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including organisational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFADI003 Rig and dispatch air-drop loads

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to prepare, rig and dispatch air-drop loads in support of ground activities, which may occur in a hostile or benign environment.

It includes loading, rigging and dispatching container and platform for air-drop loads from aircraft.

This unit applies to those working as air dispatchers for Defence but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work as part of a team under supervision and perform routine tasks in a range of contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Air Dispatch

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Rig container and platform for air-drop loads**	**1.1** Select and use hand and power tools in accordance with organisational procedures
		1.2 Select and use aerial delivery equipment in accordance with organisational procedures
		1.3 Rig and safely restrain container and platform loads, and attach parachute as part of a crew, in accordance with organisational procedures
		1.4 Compile, use and distribute air-drop and air movement documents in accordance with organisational procedures
2	**Load and dispatch air-drop loads**	**2.1** Operate aircraft loading equipment and restraint devices in accordance with organisational procedures
		2.2 Prepare stores and equipment for container and platform air-drop
		2.3 Dispatch air-drop loads safely and effectively from aircraft in accordance with air-drop procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFCM303B Rig and dispatch air-drop loads.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFADI003 Rig and dispatch air-drop loads

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- adhering to aircraft and airfield discipline requirements
- applying rated strengths and/or safe working stresses
- applying safety, legislative and statutory requirements relevant to the risk assessment
- compiling air movements and air-drop documentation
- completing aircraft loading
- identifying aircraft safety features, tiedown points and capacities
- identifying hazards, assessing risks and implementing control measures
- loading and restraining container and platform loads in the aircraft for air-drop
- loading, restraining and manually dispatching compact and container air-drop loads from aircraft
- managing air-drop load resources
- selecting and handling parachutes
- using weighing devices (scales) and calculators.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- airfield and aircraft discipline
- cargo aircraft roles and capabilities
- classification for dangerous goods
- loading cargo aircraft
- load restraint guidelines
- organisational policies and procedures
- parachute handling requirements
- responsibilities of an air dispatch crew member in flight
- safe weight limits of equipment and load restraint devices
- types and methods of air-drop and their application
- uses, strengths, handling and storage of aerial delivery equipment.

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Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including operational procedures, load restraint guidelines, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFADI004 Work safely and efficiently in and around rotary wing aircraft

Modification History

This is the first release of this unit of competency in the DEF Defence Training Package

Application

This unit specifies the skills and knowledge required to work safely and efficiently in and around rotary wing aircraft when required to assist in setting up and in the operation of helicopter landing point, landing site and landing zone (LP/LS/LZ).

It includes working safely in and around rotary wing aircraft whilst setting up LP/LS/LZ.

This unit applies to persons working as Defence Aerial Delivery Specialists as part of an aerial delivery crew in and around rotary wing aircraft.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit would work under direct supervision, as part of a team, performing specific tasks in a range of contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Air Dispatch

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes.	demonstrate achievement of the element.
1 Set up LP/LS/LZ	**1.1** Identify site hazards around rotary wing aircraft, assess risk and implement control measures
	1.2 Prepare and mark helicopter LP/LS/LZ for day and night operations
	1.3 Use mandatory marshalling signals in accordance with organisational procedures
2 Work safely in and around rotary wing aircraft	**2.1** Use suitable, visible clothing and personal protective equipment (PPE)
	2.2 Apply precautions when operating on or near aircraft movement areas in accordance with organisational procedures
	2.3 Obtain clearances to approach and enter aircraft and comply with instructions and signals from aircrew
	2.4 Identify and react to the manoeuvring patterns of aircraft
	2.5 Maintain visual contact with the pilot, other aircrew and ground staff
3 Work effectively in and around rotary wing aircraft	**3.1** Follow aircrew instructions during boarding and loading activities
	3.2 Follow aircraft design features while boarding and loading
	3.3 Identify and comply with aircraft role and capability limitations
	3.4 Identify and comply with aircraft loading weight, balance and loading system

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work

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environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This is a new unit - No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFADI004 Work safely and efficiently in and around rotary wing aircraft

Modification History

This is the first release of this unit of competency in the DEF Defence Training Package

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- anticipating the typical manoeuvring patterns of aircraft
- applying safety, legislative and statutory requirements relevant to the risk assessment
- approaching operating aircraft from an angle visible to the pilot or aircrew
- demonstrating mandatory marshalling signals
- identifying hazards, assessing risks and implementing control measures
- identifying, interpreting and analysing risk assessment requirements relevant to work being performed
- identifying, selecting, inspecting and using personal protective equipment (PPE)
- interpreting written rules, regulations, procedures and guidelines
- maintaining adequate clearance from rotors and turbine engines, exhaust gases and engine intakes
- setting up and marking landing point/landing site/landing zone (LP/LS/LZ).

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- aircraft danger zones
- day and night marshalling signals
- effects of wind on aircraft
- LP/LS/LZ definitions, dimensions, markings, ground limitations and security requirements
- LP/LS/LZ operation, safety regulations and hazards and danger areas of helicopters
- manoeuvring patterns of aircraft
- relevant organisational policies and procedures
- roles, characteristics and capabilities of Defence helicopters and rotary wing aircraft.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of

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assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and PPE currently used in industry
- applicable documentation, including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFADI005 Work safely and effectively in and around aircraft on the airside

Modification History

This is the first release of this unit of competency in the DEF Defence Training Package

Application

This unit specifies the skills and knowledge required to work safely and efficiently in and around aircraft when on the airside.

It includes working effectively in and around aircraft.

This unit applies to persons working as Defence Aerial Delivery Specialists working as part of an aerial delivery crew in and around aircraft airside.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit would work in a range of contexts, under supervision, as part of a team, while performing specific tasks.

No licensing, legislative or certification requirements apply to this unit at the time of publication

Pre-requisite Unit

Not applicable

Competency Field

Air Dispatch

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Work effectively around aircraft**	**1.1**	Obtain clearances to approach and enter aircraft
		1.2	Select and use personal protective equipment (PPE) considering environmental conditions
		1.3	Identify aircraft hazards, assess risks and communicate to team members and/or aircrew
		1.4	Maintain visual contact with the pilot, other aircrew and ground staff
2	**Work effectively in aircraft**	**2.1**	Follow aircrew directions
		2.2	Identify and follow aircraft role and capability limitations
		2.3	Identify and comply with aircraft weight and balance requirements in accordance with organisational procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFADI005 Work safely and effectively in and around aircraft on the airside

Modification History

This is the first release of this unit of competency in the DEF Defence Training Package

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant organisational procedures
- applying safety, legislative and statutory requirements relevant to the risk assessment
- demonstrating the correct entry and exit points to operating aircraft
- ensuring that all equipment is secured to prevent damage through rotor wash and jet blast
- identifying hazards, assessing risks and implementing control measures
- identifying, interpreting and analysing risk assessment requirements relevant to work being performed
- reporting identified problems and aircraft/airside hazards.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- relevant aircraft weight and balance specifications
- organisational procedures for operating communications equipment
- requirements for completing relevant documentation
- organisational procedures for managing and controlling hazardous situations when carrying out work activities.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

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Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFADI006 Prepare and rig platform air-drop loads

Modification History

This is the first release of this unit of competency in the DEF Defence Training Package

Application

This unit specifies the skills and knowledge required to prepare and rig platform air-drop loads in support of ground activities.

It includes preparing, rigging and completing platform air-drop task.

This unit applies to persons working as Defence Aerial Delivery Specialists as part of an aerial delivery crew, often in conjunction with the crew of supporting aircraft, tasked for air-drop operations.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit would work in a range of contexts, under supervision, as part of a team, while performing specific tasks.

No licensing, legislative or certification requirements apply to this unit at the time of publication

Pre-requisite Unit

Not applicable

Competency Field

Air Dispatch

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Prepare for platform air-drop rigging task**	**1.1**	Receive and comply with allocated air-drop task
		1.2	Establish rigging and chalk assembly areas
		1.3	Identify, inspect and receive air-drop load
		1.4	Select, inspect and prepare aerial delivery equipment
		1.5	Select and prepare cordage and consumable items
		1.6	Prepare air-drop load items
		1.7	Select and prepare hand and power tools
2	**Rig platform air-drop loads**	**2.1**	Construct timber components
		2.2	Construct energy dissipating material stacks
		2.3	Position aerial delivery equipment
		2.4	Weigh, position and rig load items
		2.5	Identify and report defective stores and equipment
		2.6	Weigh and mark rigged loads
		2.7	Position rigged loads in the chalk assembly area
		2.8	Select, compile and attach documentation
3	**Conclude platform air-drop rigging tasks**	**3.1**	Identify, restore and return unused items of aerial delivery equipment and excess or unused load items
		3.2	Identify and report damage to stores or equipment
		3.3	Restore hand and power tools
		3.4	Refurbish rigging and chalk assembly areas

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFADI006 Prepare and rig platform air-drop loads

Modification History

This is the first release of this unit of competency in the DEF Defence Training Package

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- adapting to varied equipment and operating environments
- applying safety, legislative and statutory requirements relevant to the risk assessment
- identifying hazards, assessing risks and implementing control measures
- identifying, interpreting and analysing risk assessment requirements relevant to work being performed
- reading, interpreting and complying with instructions, organisational procedures and regulations
- reporting and rectifying any identified problems
- using hand tools and equipment.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- assignment of load areas
- hand tools and equipment manufacture specifications
- platform air-drop rigging procedures and guidelines
- relevant load safe weight specifications
- relevant rigging and air-drop load organisational procedures
- rigging techniques
- woodwork to construct load bases.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

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Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFADI007 Load and secure cargo during fixed wing air-land tasks

Modification History

This is the first release of this unit of competency in the DEF Defence Training Package

Application

This unit specifies the skills and knowledge required to load and secure aviation cargo in aircraft. Tasks need to be performed with attention to detail without injury to self/others or damage to goods or equipment.

It includes loading and securing aviation cargo in fixed wing aircraft during air-land tasks. It also includes responding to aircraft loading issues.

This unit applies to persons who are expected to load and secure aviation cargo in a Defence aerial delivery context, such as specialists working as part of an aerial delivery crew in and around aircraft, often in conjunction with the crew of supporting aircraft, tasked for air-land operations.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit would perform in a range of contexts, under supervision, as part of a team, while performing specific tasks.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Air Dispatch

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Load and secure aviation cargo in aircraft	**1.1** Marshal vehicles up and to aircraft after obtaining clearance
	1.2 Prepare aircraft for loading
	1.3 Stow cargo in aircraft using manual handling techniques and in accordance with organisational procedures
	1.4 Operate loading aids to load cargo
	1.5 Select, operate and apply restraint devices
	1.6 Secure and restrain cargo
2 Respond to aircraft loading issues	**2.1** Identify problems in loading, stowing and securing cargo
	2.2 Determine solution/s in consultation with load team members and load supervisor
	2.3 Identified solution/s is implemented
	2.4 Report to appropriate personnel identified problem/s that cannot be resolved by the load team

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFADI007 Load and secure cargo during fixed wing air-land tasks

Modification History

This is the first release of this unit of competency in the DEF Defence Training Package

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying problem-solving techniques
- applying safety, legislative and statutory requirements relevant to the risk assessment
- communicating effectively with others
- complying with aircraft role and capability limitations
- complying with cargo regulations for air movements
- identifying hazards, assessing risks and implementing control measures
- identifying, interpreting and analysing risk assessment requirements relevant to aircraft work being performed
- monitoring and anticipating operational problems and hazards.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- aircraft weight and balance principles
- features and differences of loading systems used in various aircraft types
- fixed wing aircraft freight loading and lashing principles
- potential problems that may occur when loading and securing aviation freight, and appropriate action that should be taken in each case
- principles for the safe and effective handling, loading and securing of freight into a fixed wing aircraft
- problem-solving techniques
- risks that exist when loading and securing aviation freight.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include

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requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFCHP001 Provide pastoral care

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCH001B Provide pastoral care. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to provide pastoral care and counsel to members of an organisation as Defence Chaplains. Chaplains are required to be religious leaders immersed in the practices of their accredited faith group and to operate within a spiritual framework. This includes providing pastoral and counselling ministry to personnel, their families and other authorised personnel.

This unit was developed for Defence Chaplains but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and perform complex tasks in a mainly predictable context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Chaplaincy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Provide pastoral support	1.1 Monitor mental, emotional and spiritual well-being of the organisation's members. 1.2 Provide frameworks for responding to crisis. 1.3 Provide opportunities that enhance spiritual health and wellbeing of the organisation's members. 1.4 Develop guidance on availability of chaplaincy and other pastoral services to the organisation's members. 1.5 Develop pastoral care and welfare programs. 1.6 Identify contact details and leaders within other faith groups within local area. 1.7 Identify avenues to provide support to family members. 1.8 Identify support agencies and provide support to members and families.
2. Administer pastoral care	2.1 Determine the specific pastoral needs of organisation's members through consultation in order to develop pastoral care plan or program. 2.2 Provide pastoral care to organisation's members in their work, home and leisure environments. 2.3 Provide pastoral care to family members including those in crisis. 2.4 Identify pastoral issues and trends.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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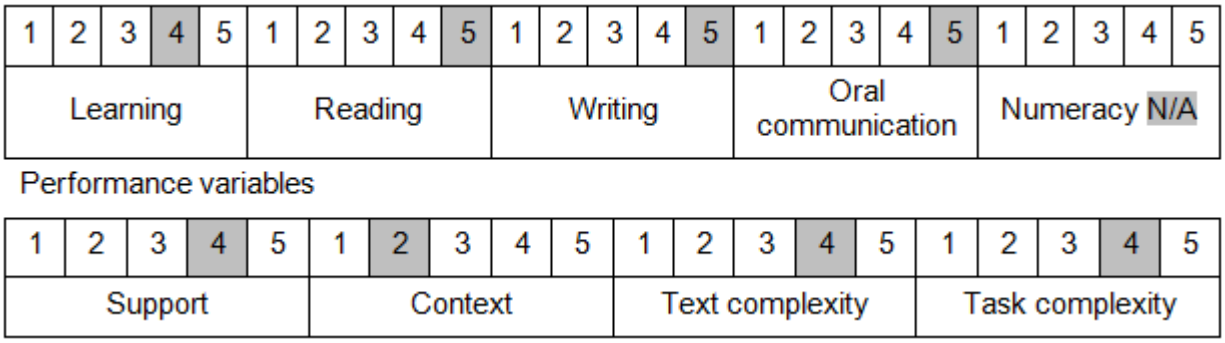
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCH001B Provide pastoral care.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFCHP001 Provide pastoral care

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- adhering to faith standards, organisational policies and procedures
- selecting language style suitable to audience and context for the purpose of establishing, maintaining and developing relationships
- actively listening
- summarising and clarifying ideas
- using a variety of verbal and non-verbal communication techniques including body language, language style and gesture
- planning
- counselling
- analysing and evaluating information
- supporting members of other faiths groups
- analysing complex personal issues
- creating a pastoral care plan

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- chaplaincy role
- world religions together with associated religious beliefs and practices
- principles of pastoral care

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- relevant organisational processes and protocols
- relevant support agencies and roles
- code of behaviour
- ethical standards
- confidentiality and privacy requirements
- relevant organisational policy

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFCHP002 Provide ethical and pastoral advice

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCH002C Provide ethical and pastoral advice. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Element 4 all PC revised • New PC added in Element 2 • PC 2.3 and PC 3.3 revised • PC 3.1 removed

Application

This unit describes the skills required to provide ethical and pastoral advice to members of an organisation. It includes the requirement to identify the issues surrounding the provision of ethical and pastoral advice and the review and improvement of that advice.

This unit was developed for Defence Chaplains but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, while performing complex tasks in a mainly predictable context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Chaplaincy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify the issue(s)	1.1 Observe or receive knowledge of circumstances that require the provision of ethical and pastoral advice. 1.2 Identify issues and confirm if necessary through research, including internal and external consultation.
2. Analyse and research the issue(s)	2.1 Analyse circumstances and interpret and define the issue(s). 2.2 Conduct research related to the issue(s) and analyse and record findings. 2.3 Determine the pastoral and or ethical advice to be provided. 2.4 Determine the manner in which the advice will be delivered.
3. Provide ethical and pastoral advice	3.1 Provide ethical and or pastoral advice within specified time, confidentiality constraints and guidelines. 3.2 Provide advice after research and consultation.
4. Review ethical and pastoral advice	4.1 Review ethical and or pastoral advice in accordance with standard review procedures on content and delivery. 4.2 Determine learnings that may influence future advice.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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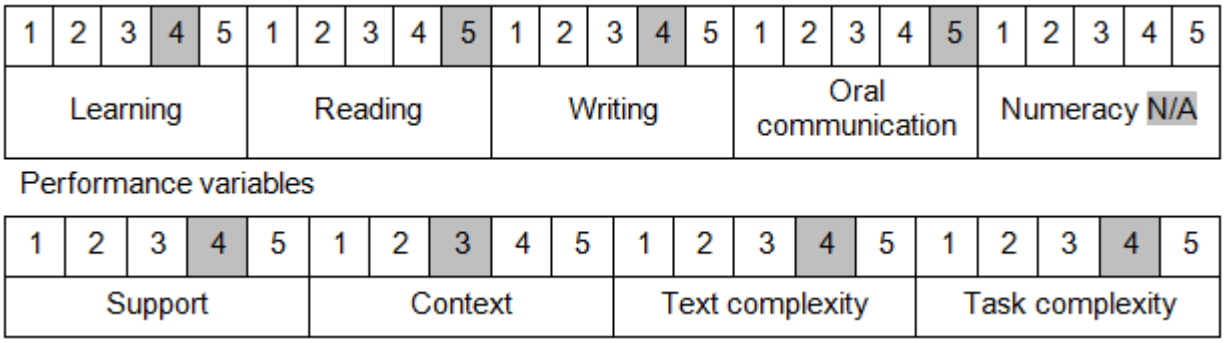
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCH002C Provide ethical and pastoral advice.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFCHP002 Provide ethical and pastoral advice

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using ethical decision making techniques
- gathering information from a variety of sources and using a range of media
- analysing complex personal and organisational issues
- taking part in and facilitating interpersonal exchanges with groups and individuals
- selecting language style suitable to audience and context
- exploring issues
- listening actively
- summarising and clarifying ideas
- liaising with a range of people
- retaining professionalism under duress

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- chaplaincy role and function
- values of the organisation
- ethical decision making process
- research techniques
- analysis and interpretation processes
- relevant organisational requirements and guidelines

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- relevant code of behaviour and professional codes of practice
- ethical standards
- verbal and non-verbal communication techniques including body language, language style, active listening, questioning
- understanding of Commanders' responsibility of dealing with moral and ethical dilemmas in the military
- nature of ethics and ethical values
- fundamental ethical principles including justice, respect for persons and reasonable care

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFCHP003 Plan the delivery of chaplaincy support

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCH003B Deliver chaplaincy services. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Elements 1 and 2 wording revised • All PC revised in element 2 • PC 3.3 removed

Application

This unit describes the skills required to plan and deliver chaplaincy support within Defence. This includes the requirement to review the delivery of chaplaincy support.

This unit was developed for Defence chaplains but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, while performing complex tasks in a mainly predictable context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Chaplaincy

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan the delivery of chaplaincy support	1.1 Identify planning requirements for chaplaincy support from organisational processes. 1.2 Identify and apply planning tools and or methodologies. 1.3 Identify, select and obtain all relevant planning factors and other data required. 1.4 Develop, confirm and document plans. 1.5 Test plans for accuracy and relevance and agree on them with appropriate personnel.
2. Conduct chaplaincy services	2.1 Implement and monitor chaplaincy plans and amend them to address changing circumstances. 2.2 Forward information on the delivery of chaplaincy services to appropriate personnel. 2.3 Complete, compile and process chaplaincy reports. 2.4 Provide chaplaincy specific advice during higher level organisational planning.
3. Review the delivery of chaplaincy services	3.1 Develop and implement review procedures incorporating organisational requirements for the chaplaincy service. 3.2 Undertake review against specified criteria. 3.3 Incorporate review outcomes in current and future plans.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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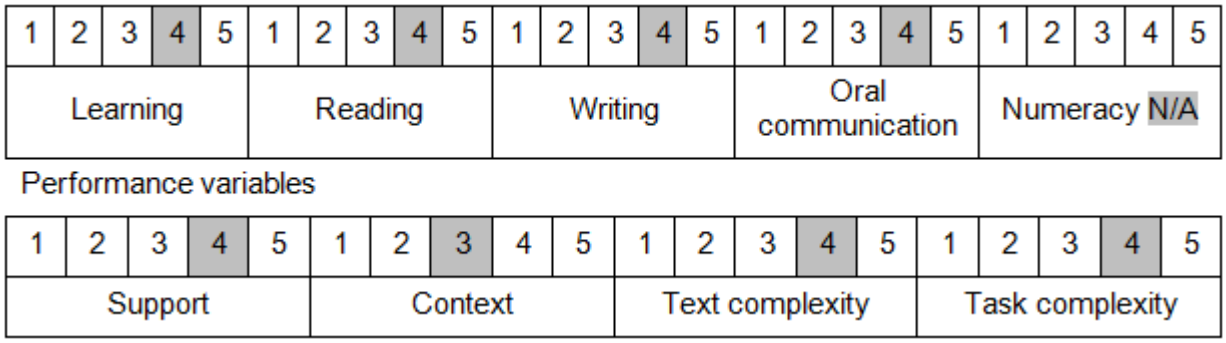
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCH003B Deliver chaplaincy services.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFCHP003 Plan the delivery of chaplaincy support

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- meeting own faith requirements
- providing support for all faiths
- analysing complex personal and organisational issues
- selecting language style suitable to audience and context
- establishing, maintaining and developing relationships
- solving problems
- summarising and clarifying ideas
- measuring performance against established criteria
- developing written plans, advice and reports

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- world religions and associated religious beliefs and practices
- denominational doctrines, worship and practices
- planning processes
- review processes
- relevant organisational processes, requirements and procedures
- chaplaincy roles
- organisational communication media and conventions

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFCHP004 Conduct and facilitate religious observances and activities

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCH004B Conduct and facilitate religious observances and activities. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • All PC in element 1 revised • Element 2 revised • PC 2.2 and 2.4 removed • PC 2.5 revised

Application

This unit describes the skills required to conduct services of worship, sacramental and discipleship activities and facilitate faith observances and activities within an organisational structure.

This unit was developed for Defence Chaplains but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, while performing complex tasks in a mainly predictable context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Chaplaincy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Provide for chaplain's own faith group	1.1 Provide opportunities to introduce community members to the sacraments, liturgy and discipleship. 1.2 Identify religious leaders of own faith. 1.3 Refer relocated faith community members to other communities. 1.4 Promote and support local faith community activities.
2. Facilitate other faiths religious observances and activities	2.1 Identify religious observances and activities of other faith groups. 2.2 Identify religious leaders of other faith groups. 2.3 Facilitate religious observances and activities. 2.4 Provide support to resource other faith communities.
3. Conduct religious services, activities and celebrations	3.1 Establish religious service, activity or celebration to be conducted. 3.2 Research background information to determine the most appropriate manner of presentation. 3.3 Develop and confirm plans with relevant personnel. 3.4 Conduct services, activities and celebrations.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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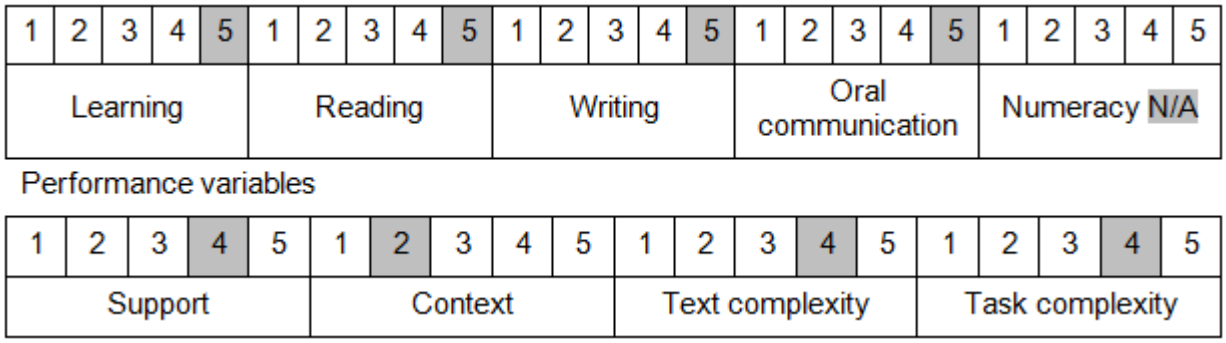
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCH004B Conduct and facilitate religious observances and activities.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFCHP004 Conduct and facilitate religious observances and activities

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting or participating in a Defence religious service that may include a military funeral, ANZAC Day Service, Memorial Service
- meeting own or other faith requirements
- establishing and maintaining cooperative working relationships with appropriate personnel
- receiving and following direction
- following organisational formats for the conduct of observances and for activities
- taking part in and facilitating interpersonal exchanges with groups and individuals
- selecting language style suitable to audience and context
- solving problems
- listening actively
- summarising and clarifying ideas
- preparing written plans, advice, reports and services using appropriate electronic media
- liaising with appropriate personnel throughout the planning process

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- world religions together with associated religious beliefs and practices
- denominational doctrines, worship and practices

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- relevant organisational requirements including procedures and formats
- verbal and non-verbal communication techniques including body language, language style, active listening, questioning
- roles and responsibilities of the community/organisation members involved in the planning and conduct of religious observances and activities
- fellowship groups associated with the organisation within local area

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFCHP005 Perform as an effective member of the Chaplains' branch

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCH005B Perform as an effective member of the Chaplains' branch. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC added in element 1,2 and 3 • PC 2.1 & 2.2 merged • PC 2.3 removed, 3.2 and 3.4 removed • All PC in element 4 revised

Application

This unit describes the skills required to participate in a base/establishment chaplaincy team and to perform as an Australian Defence Force Chaplain representing a parent religious body. It also covers the requirement of military chaplains to maintain their own personal spirituality and well-being.

This unit was developed for Defence chaplains but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, while performing complex tasks in a mainly predictable context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Chaplaincy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Participate as an effective chaplaincy team member	1.1 Establish and maintain cooperative, working relationships within the chaplaincy team. 1.2 Provide input into the preparation of team administration instruction and resource proposals. 1.3 Establish and maintain communication with other members of the chaplaincy team and coordinating chaplain. 1.4 Implement and adhere to chaplaincy team procedures and practices. 1.5 Negotiate and confirm arrangements for chaplaincy coverage during periods of absence with the coordinating chaplain.
2. Support the Chaplains' Branch	2.1 Establish and maintain cooperative, working relationships with Director General Chaplaincy, Principal Chaplains, Command Chaplains and Service Chaplains. 2.2 Acknowledge and observe policies, procedures and practices adopted by the Chaplains' Branch. 2.3 Represent the interests of Chaplaincy, religious practice and character development.
3. Maintain links with parent religious bodies	3.1 Maintain regular communication with members of parent religious bodies. 3.2 Represent chaplaincy related issues within own religious bodies. 3.3 Manage and maintain ecclesiastical records in accordance with parent religious body requirements.
4. Maintain own personal spirituality and well being	4.1 Develop practices to maintain own personal and spiritual well-being. 4.2 Reflect on personal challenges and own theological beliefs. 4.3 Identify opportunities for obtaining spiritual direction/mentorship/coaching/supervision.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	4	**5**	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy N/A					

Performance variables

1	2	3	**4**	5	1	**2**	3	4	5	1	2	3	**4**	5	1	2	3	**4**	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCH005B Perform as an effective member of the Chaplains' branch.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFCHP005 Perform as an effective member of the Chaplains' branch

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- taking part in and facilitating interpersonal exchanges with the team
- respecting the beliefs and traditions of others
- encouraging team members
- establishing, maintaining and developing relationships
- using appropriate communication techniques
- listening actively
- clarifying ideas
- reading and understanding organisations policies, procedures

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- branch structure including lines of communication
- faith group lines of communication
- faith group doctrines, worship and practices
- the endorsed model of military chaplaincy
- the operation of the Chaplains’ branch, within a service and command structure
- relevant Defence staff and command processes
- teamwork principles and strategies
- composition of teams and roles and responsibilities of team members

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- verbal and non-verbal communication techniques including body language, language style, active listening, questioning
- techniques for giving and receiving feedback in a constructive manner

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFCHP006 Perform the duties of a chaplain in a deployed environment

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to perform the duties of a chaplain in a joint combined or coalition deployed environment. The chaplains' role in this environment can be unique due to a change in context and increased complexity. Deployed environment means away from base.

This unit was developed for Defence Chaplains but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, while performing complex tasks in a broad range of contexts that are often unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Chaplaincy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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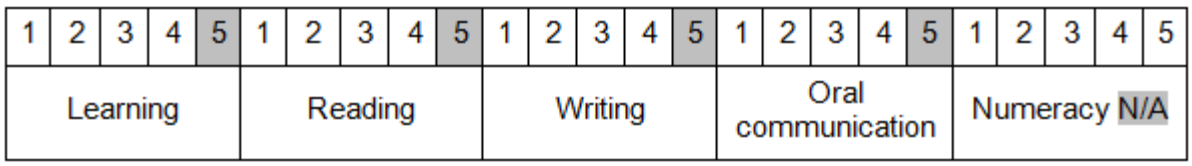
essential outcomes	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Establish chaplaincy capability within a deployed environment	1.1 Identify and liaise with the military organisational structures including chain of command. 1.2 Implement joint, combined or coalition doctrine. 1.3 Establish cooperative working relationships with coalition partners and chaplains. 1.4 Identify and advise command about religions and cultures. 1.5 Identify consecrated, sacred or significant religious sites. 1.6 Liaise with religious leaders of local faith groups.
2. Minister in deployed environments	2.1 Identify military and civilian resources to support chaplaincy capability. 2.2 Identify and provide for the spiritual, pastoral and religious needs of members of Australian and coalition forces operating in a deployed environment. 2.3 Conduct religious services. 2.4 Analyse completed activities and recommend improvements. 2.5 Complete, compile and process reports and returns.

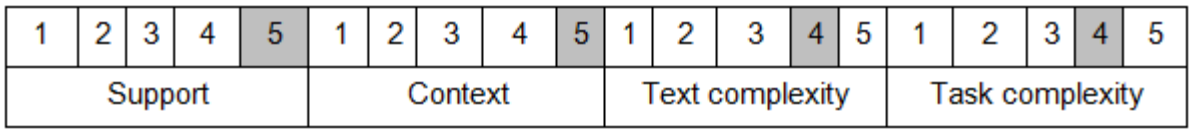
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Performance variables



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

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Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFCHP006 Perform the duties of a chaplain in a deployed environment

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- meeting denominational or multi-faith requirements
- presenting abstract and symbolic ideas to groups and individuals
- taking part in and facilitating interpersonal exchanges with groups and individuals
- selecting language style suitable to audience and context for the purpose of establishing, maintaining and developing relationships
- exploring issues and or problem solving
- summarising and clarifying ideas
- following instructions
- reporting information
- planning events and activities
- liaising with organisations and agencies
- analysing and evaluating information
- retaining professionalism under duress
- assessing Rules of Engagement with regard to their application to a chaplain
- identifying and understanding culture, structures, ranks and terminology of other services, coalition forces, other government and NGOs within the deployed environment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- chaplaincy role and function
- world religions together with associated religious beliefs and practices
- denominational doctrines, worship and practices

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- principles of chaplaincy care
- relevant organisational processes and protocols
- relevant records maintenance requirements
- relevant support agencies
- code of behaviour
- professional codes of practice
- ethical standards
- command and control structures including NATO staff system
- joint, combined and coalition doctrine
- structure of chaplain's organisations in Coalition partners
- chaplain's role in civil military affairs
- role in intelligence gathering within the AO
- Laws of Armed Conflict with regard to their application to a chaplain
- notification policies and procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFCMD001 Marshal aircraft

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to marshal aircraft during start/shutdown phases, and to direct aircraft movements as ground personnel using standard aircraft marshalling signals.

It includes preparing for marshalling and determining aircraft parking position, and marshalling aircraft during start up, shut down and taxiing.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to the standard Australian Defence Force (ADF) marshalling signals.

Persons undertaking this unit work independently or in small teams, make independent decisions and perform routine tasks in occasionally less familiar contexts while working at an airfield or on a ship where they will marshal aircraft as part of their duties.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Defence Common

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes.	demonstrate achievement of the element.
1 Prepare for marshalling	**1.1** Process aircraft arrival or departure in accordance with organisational procedures
	1.2 Determine and clarify marshalling requirements for different aircraft types, as required
	1.3 Check and verify aircraft documentation serviceability status
	1.4 Select and fit personal protective equipment (PPE)
	1.5 Apply work health and safety (WHS)/occupational health and safety (OHS) operations requirements
	1.6 Confirm allocated aircraft parking position
	1.7 Select and check for serviceability, ancillary support equipment used for marshalling and aircraft parking
	1.8 Complete relevant documentation
2 Determine aircraft parking position	**2.1** Ensure aircraft position during marshalling, aircraft parking, and use of ancillary support equipment is in accordance with manufacturer procedures
	2.2 Conduct movement on tarmac in a safe manner in accordance with organisational procedures
	2.3 Monitor environmental factors to maintain safety when marshalling or parking aircraft
3 Marshal aircraft during start/shut down	**3.1** Identify and apply special circumstances and procedures during aircraft systems start-and shut-down
	3.2 Employ standard marshalling signals and/or communication
	3.3 Maintain visual contact with pilot, other aircrew and/or ground staff
	3.4 Ensure safety of self and other personnel within the vicinity of propellers and engine intakes/exhausts
	3.5 Direct personnel to and from aircraft within prescribed entry and exit arcs
	3.6 Follow emergency procedures, as required in an incident, in accordance with operational procedures

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	3.7	Secure aircraft in accordance with operational procedures
4 Marshal aircraft during taxiing	**4.1**	Identify and apply special circumstances/procedures during aircraft taxiing, as required
	4.2	Employ standard marshalling signals and/or communication
	4.3	Maintain visual contact with the pilot, other aircrew or ground staff
	4.4	Maintain safety distances between aircraft and ground personnel/obstructions

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFCM007B Marshal aircraft (Defence).

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFCMD001 Marshal aircraft

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- allocating and prioritising aircraft parking
- identifying hazards, assessing risks and implementing control measures
- implementing aircraft security, access and ordnance procedures
- implementing the correct procedures in an aircraft emergency or accident
- marshalling aircraft by day and by night
- participating in aircraft safety briefings or debriefings
- using marshalling signals
- working in a team.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- aircraft danger zones
- day and night marshalling signals
- effects of wind on aircraft
- emergency drills including:
  - basic firefighting drill
  - basic first aid drill
  - crowd control
- environmental and safety factors
- how and when to notify emergency service/s
- marshalling, support and aircraft equipment selection and serviceability
- operational procedures for an aircraft fire/accident and emergency
- relevant manufacturer procedures
- relevant organisational policies and procedures
- relevant standard Australian Defence Force (ADF) marshalling signals
- restrictions imposed on aircraft in confined areas
- security, access and ordnance requirements
- special circumstances/procedures including:

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  - aircraft with droop stops
  - aircraft with no prop/rotor brake
  - installation of locking, protection or security devices
- tasking information and procedures.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFCMM001 Maintain security in a Defence communications and information systems environment

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCO401C Maintain security in a Defence communications and information system environment. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to maintain personnel, physical, communications and information systems security within the Defence communications and information systems workplace.

This unit was developed for communications and information systems operators working within Defence but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision within specific communications environments. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a range of sometimes unpredictable contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Communications

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Maintain physical security	1.1 Maintain physical security to ensure the safeguarding of official matters. 1.2 Report breaches of physical security to appropriate personnel.
2. Maintain communications security	2.1 Protect classified and sensitive material as it is passed over communications paths. 2.2 Handle classified and cryptographic material. 2.3 Document and report security violations.
3. Maintain information system security	3.1 Protect information systems media, assets and data. 3.2 Record and report breaches of security.
4. Maintain personnel security	4.1 Apply personnel security principles to protect against the threat of subversion, sabotage and espionage. 4.2 Record and report breaches of security.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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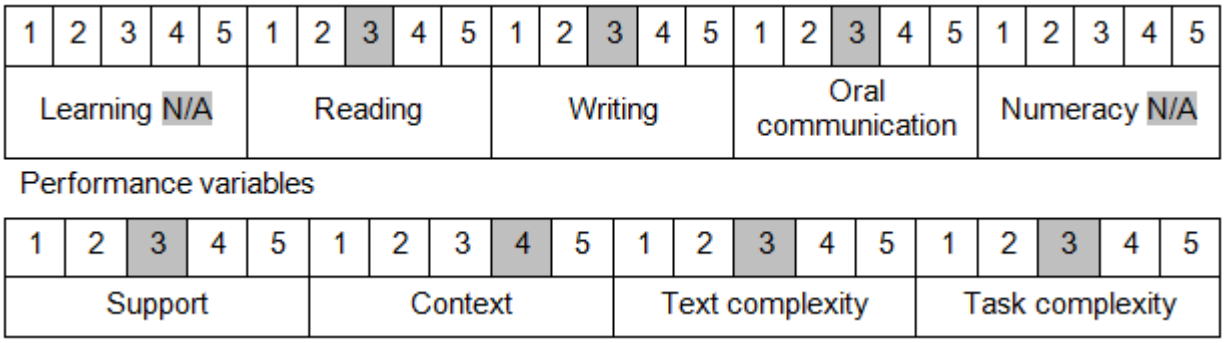
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCO401C Maintain security in a Defence communications and information system environment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFCMM001 Maintain security in a Defence communications and information systems environment

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Package. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying circuit procedures
- handling classified/COMSEC material
- opening/closing combination/cipher locks
- performing routine/field/emergency destruction procedures
- performing publication amendments
- maintaining physical security:
  - handle classified and sensitive material
  - control access to secure areas
  - follow checks and muster procedures
  - maintain logs and registers
  - follow destruction procedures
  - report breaches in accordance with approved guidelines and procedures
- maintaining communications security:
  - handle classified and sensitive material
  - maintain circuit discipline
  - employ electronic protection methods
- maintaining information systems security:
  - follow information systems security practices
  - account for media and assets
  - maintain data integrity
- maintaining personnel security:

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- apply 'need to know' principle
- be aware of own responsibilities
-

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- circuit procedures
- combination and cipher lock operation
- cryptographic handling requirements
- information systems security practices
- publication amendment procedures
- reporting and recording procedures
- roles and responsibilities of team members
- routine/field/emergency destruction procedures
- rules pertaining to page by page mustering of publications
- security requirements for classified material
- special handling procedures
- techniques for supporting others

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFCMM002 Transmit and receive messages utilising Defence messaging systems

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCO402C Transmit and receive messages utilising Defence messaging systems. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Element 3 revised

Application

This unit describes the skills required to process, transmit and receive messages utilising Defence messaging systems.

This unit was developed for communications and information systems operators working within Defence but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision within specific communications environments. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a range of sometimes unpredictable contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Communications

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare and transmit messages	1.1 Process messages. 1.2 Transmit messages.
2. Receive and distribute messages	2.1 Receive messages. 2.2 Distribute messages.
3. Maintain communication circuits	3.1 Maintain communications circuits and services to facilitate the flow of messages. 3.2 Ensure circuit engineering conforms with organisational procedures and workplace practices.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCO402C Transmit and receive messages utilising Defence messaging systems.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFCMM002 Transmit and receive messages utilising Defence messaging systems

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- configuring basic circuits
- handling classified material correctly
- identifying basic equipment faults
- operating communications equipment
- processing messages
- preparing communication equipment
- complying with WHS/radiation hazard policy
- complying with emission control policy
- maintaining security

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- basic communications procedures
- basic radio propagation
- classified material handling procedures
- communications ancillary equipment
- composition of teams and roles and responsibilities of team members
- emission theory and control

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- information exchange systems terminology and basic operations
- message format
- work health and safety (WHS) practices
- OTAT/OTAR procedures
- radiation hazard(RADHAZ) procedures and awareness
- satellite communications systems terminology and basic operations
- security procedures
- task specific equipment configuration/operation
- work environment layout

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFCMM003 Transmit and receive data via information exchange systems

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCO403C Transmit and receive data via information exchange systems. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Element 2 revised • PC 2.1 revised

Application

This unit describes the skills required to transmit and receive data via an information exchange system within Defence communications workplaces.

This unit was developed for communications and information systems operators working within Defence but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision. They would perform routine tasks within specific communications environments while using discretion and judgement, and taking responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Communications

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Transmit and receive data via information exchange systems	1.1 Process information exchange system messages. 1.2 Transmit and receive messages.
2. Maintain communications circuits	2.1 Maintain communications circuits and services to facilitate the flow of data between information exchange systems. 2.2 Ensure circuit engineering conforms with organisational procedures and workplace practices.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

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Unit Mapping Information

This unit supersedes and is equivalent to DEFCO403C Transmit and receive data via information exchange systems.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFCMM003 Transmit and receive data via information exchange systems

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- configuring basic circuits
- handling classified material
- identifying basic equipment faults
- processing messages
- ensuring circuit procedures comply with specific workplace requirements
- complying with WHS/radiation hazard policy
- complying with emission control policy
- maintaining security

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- basic communication procedures
- basic radio propagation
- classified material handling procedures
- communications ancillary equipment
- composition of teams and roles and responsibilities of team members
- emission theory and control
- information exchange systems terminology and basic operations

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- message formats
- work health and safety (WHS) practices
- OTAT/OTAR procedures
- radiation hazard (RADHAZ) procedures and awareness
- satellite communications systems terminology and basic operations
- security procedures
- task specific equipment configuration/operation
- techniques for supporting others
- work environment layout

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFCMM004 Conduct operator level maintenance in a Defence environment

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCO405C Conduct operator level maintenance in a Defence environment. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.1 removed

Application

This unit describes the skills required to conduct operator level maintenance on communications equipment within Defence communications workplaces. This includes the identification and selection of tools and equipment, the application of organisational safety requirements within guidelines of responsibility and full adherence to work health and safety (WHS)/radiation hazard policy.

This unit was developed for communications and information systems operators working within Defence but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision. They would perform routine tasks in specific communications environments while using discretion and judgement and taking responsibility for the quality of their outputs.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Communications

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Carry out equipment checks	1.1 Select tools appropriate to the task. 1.2 Check equipment. 1.3 Record status of equipment. 1.4 Report deficiencies or abnormalities to appropriate personnel.
2. Perform operator level maintenance	2.1 Inspect equipment. 2.2 Undertake preventative maintenance. 2.3 Repair or replace equipment. 2.4 Record details of maintenance and report to appropriate personnel.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCO405C Conduct operator level maintenance in a Defence environment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFCMM004 Conduct operator level maintenance in a Defence environment

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- identifying faults
- reporting deficiencies or abnormalities
- using cleaning agents and chemicals
- using specific maintenance tools
- visually inspecting equipment
- performing pre operational checks
- cleaning and maintaining equipment within guidelines of responsibility
- complying with WHS/radiation hazard policy
- performing pre/post deployment checks in accordance with specific operating procedures

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- cleaning procedures of selected equipment
- composition of teams and roles and responsibilities of team members
- maintenance procedures of selected equipment
- WHS/radiation hazard policies
- parts and components of selected equipment

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFCMM005 Transmit and receive messages via voice systems

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCO406A Transmit and receive messages via voice. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Element 2 revised • PC 1.1 removed

Application

This unit describes the skills required to process, transmit and receive messages via voice systems within Defence communications workplaces.

This unit was developed for communications and information systems operators working within Defence but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision. They would perform routine tasks within specific communications environments while using discretion and judgement and taking responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Communications

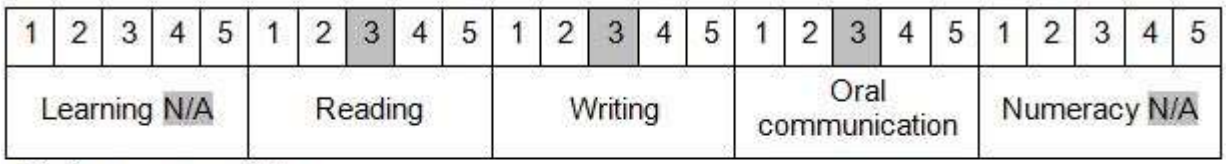
Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for transmission	1.1 Select and configure equipment appropriate to the task. 1.2 Confirm serviceability of equipment and recognise and report any faults to supervisor. 1.3 Process voice messages.
2. Transmit and receive messages	2.1 Transmit messages via voice communication systems. 2.2 Receive messages via voice communication systems.

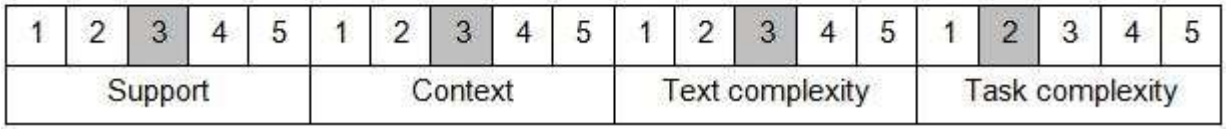
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Performance variables



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

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Unit Mapping Information

This unit supersedes and is equivalent to DEFCO406A Transmit and receive messages via voice.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFCMM005 Transmit and receive messages via voice systems

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- identifying basic equipment faults
- operating communications equipment
- preparing communications equipment
- processing messages
- observing correct voice procedures
- maintaining security

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- basic communication procedures
- basic radio propagation
- classified material handling procedures
- communications ancillary equipment
- emission theory and control
- message formats
- OTAT/OTAR procedures
- radiation hazard (RADHAZ) procedures and awareness
- satellite communications systems terminology and basic operations
- security procedures

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- task specific equipment configuration/operation
- techniques for supporting others
- work environment layout

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFCMM006 Support the operation of a communications and information system facility

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCO108A Support the operation of a communications and information system facility. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to deploy, operate and maintain communications facilities in an Area of Operations (AO).

This unit was developed for those working in a Defence deployed environment but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Communications

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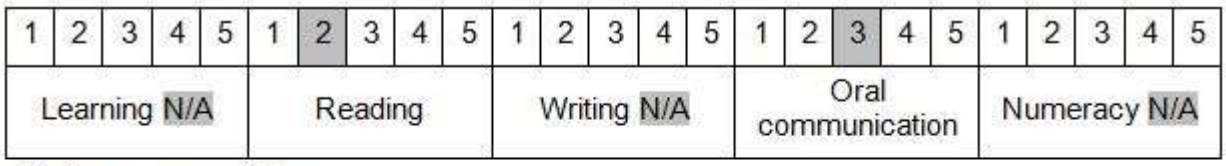
Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for deployment	1.1 Set up allocated equipment prior to deployment. 1.2 Pack allocated equipment and stores. 1.3 Check unit and personal equipment.
2. Deploy	2.1 Establish facilities in the area of operations. 2.2 Redeploy equipment and/or personnel.
3. Conduct operations	3.1 Conduct daily routine. 3.2 Maintain communications facilities.
4. Maintain operability	4.1 Conduct non-technical inspections and cleaning of equipment. 4.2 Replenish consumable stores. 4.3 Safeguard equipment and stores against damage or loss.

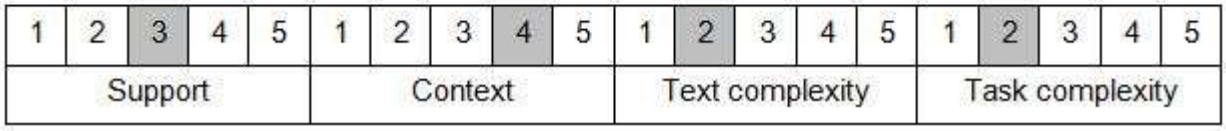
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Performance variables



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

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Unit Mapping Information

This unit supersedes and is equivalent to DEFCO108A Support the operation of a communications and information system facility.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFCMM006 Support the operation of a communications and information system facility

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- operating equipment required for specific trade
- using trade specific skills including: cable and line laying, siting and constructing antenna systems
- maintaining communications facilities for the duration of an operation

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- basic communication procedures
- deployment drills
- relevant communications equipment
- personal and area defence applicable to the AO
- resupply (i.e. operations and maintenance demands)
- trade specific areas/issues

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFCPL001 Evaluate and review safety cases

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to ensure compliance requirements through the evaluation and review of safety cases.

It includes developing evaluation plans, analysing a safety case, communicating with stakeholders and making recommendations about certification.

This unit applies to Defence workers involved in the evaluation and review of safety cases but is applicable to all individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently and as part of a team under direct and indirect supervision, and perform routine tasks in familiar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Compliance

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Develop an evaluation plan**	**1.1**	Determine evaluation criteria in accordance with safety case procedure
		1.2	Develop an evaluation methodology to ensure sufficiently valid and reliable outcomes for safety case review
		1.3	Research safety case evaluation and review and seek clarifying advice from stakeholders, as required
		1.4	Liaise with stakeholders to develop evaluation plan
2	**Analyse a safety case**	**2.1**	Analyse safety case data in accordance with planned methodology
		2.2	Review initial outcomes and findings and discuss with stakeholders in accordance with planned methodology
		2.3	Conduct additional data collection and analysis to clarify aspects of initial findings, as required
3	**Evaluate and review findings**	**3.1**	Prepare a draft report on safety case outcomes, findings and recommendations in accordance with planned methodology
		3.2	Discuss draft report with relevant stakeholders and seek feedback, as required
		3.3	Update and edit report based on stakeholder feedback
4	**Disseminate evaluation outcomes**	**4.1**	Produce report and disseminate to relevant stakeholders in accordance with planned methodology
		4.2	Forward recommendations about certification to delegate for action in accordance with organisational procedures
		4.3	Store documentation to meet audit requirements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work

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environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFCP001A Evaluate and review safety cases.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFCPL001 Evaluate and review safety cases

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- accessing/preparing information electronically or in hard copy
- analysing and organising data using appropriate techniques
- applying organisational policies and procedures
- applying risk management techniques
- applying safety case risk management system by:
  - explaining how safety (and other forms of risk) has been considered with regard to any system or equipment throughout the life of the capability from definition through to disposal
  - explaining how due diligence has been given to the hazards associated with the introduction into service of new capability and documenting the system that facilitates the management of hazards
- applying safety, legislative and statutory requirements relevant to the risk assessment
- communicating with stakeholders using a range of communication styles to suit different audiences and purposes
- conducting quantitative data analysis using appropriate techniques
- conducting various types of evaluation surveys
- contributing to a positive culture of safety compliance
- determining and applying evaluation and review methodology
- maintaining security and confidentiality of data in accordance with organisational procedures and regulatory requirements
- managing projects, resources and timelines
- preparing detailed and complex reports and recommendations
- undertaking research
- using management techniques related to evaluation and review of safety cases
- using management tools suited to evaluation and review of safety cases.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of

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the requirements of the elements and performance criteria and include knowledge of:

- management tools suited to evaluation and review processes
- procedures for verifying data and identifying mistakes
- regulatory systems relevant to safety cases and safety systems
- regulatory systems relevant to the work performed
- relevant organisational policies, procedures and guidelines
- risk assessment and management process relevant to materiel, materiel systems and work being performed
- safety case certification procedures
- safety case risk management system
- relevant work health and safety (WHS)/occupational health and safety (OHS) legislation.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, computer, software, legislation, guidelines, procedures and protocols relating to safety case processes, relevant plans and workplace documentation currently used in industry
- applicable documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFCPL002 Apply knowledge of regulatory systems

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to analyse and apply knowledge of regulatory systems.

It includes accessing, interpreting and applying relevant regulatory system information.

This unit applies to Defence workers who are not specialists in regulatory systems who are involved in evaluation and review of safety cases but is applicable to all individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to

Persons undertaking this unit work independently and as part of a team under direct and indirect supervision, and perform routine tasks in familiar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Compliance

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Access and interpret relevant regulatory system information**	**1.1**	Identify and obtain relevant regulatory system requirements
		1.2	Analyse regulatory system information to determine relevance and application to the organisation and safety case requirements
		1.3	Formulate outcomes of analysis and determine recommendations relevant to technical regulatory requirements
2	**Apply regulatory system requirements**	**2.1**	Apply regulatory system requirements and recommendations relevant to safety cases to meet task requirements
		2.2	Assess, review and document effectiveness of recommendations
		2.3	Adjust recommendations and document for future application, as required

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFCP002A Apply knowledge of regulatory systems.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFCPL002 Apply knowledge of regulatory systems

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- adhering to relevant compliance requirements
- applying knowledge of regulatory system to assist in work and to guide problemsolving
- applying organisational requirements relevant to regulatory systems
- applying statutory requirements relevant to regulatory systems
- applying safety case risk management system by:
  - explaining how safety (and other forms of risk) has been considered with regard to any system or equipment throughout the life of the capability from definition through to disposal
  - explaining how due diligence has been given to the hazards associated with the introduction into service of new capability and documenting the system that facilitates the management of hazards
- identifying, interpreting and analysing regulatory system requirements relevant to work performed
- using appropriate information technology and software.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- configuration management
- organisational policies and procedures
- organisational requirements relevant to regulatory systems
- regulatory systems relevant to safety cases and safety systems
- regulatory systems relevant to work performed
- safety case risk management system
- safety case process
- statutory requirements relevant to safety case, safety and regulatory systems.

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Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, computer, software, legislation, guidelines, procedures and protocols relating to safety case processes, relevant plans and workplace documentation currently used in industry
- applicable documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFCPL003 Apply knowledge of risk assessment

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to analyse and apply knowledge of risk assessment processes.

It includes accessing, interpreting and applying relevant risk assessment information and processes.

This unit applies to Defence workers involved in the evaluation and review of safety cases but is applicable to all individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently and as part of a team under direct and indirect supervision, and perform routine tasks in familiar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Compliance

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Access and interpret relevant risk assessment information**	**1.1**	Identify and consider relevant safety case risk factors
		1.2	Analyse obtained risk assessment information to determine relevance and application to the organisation
		1.3	Formulate outcomes of analysis and determine recommendations relevant to risk assessment requirements
2	**Apply risk assessment processes**	**2.1**	Apply risk assessment requirements and recommendations relevant to safety cases
		2.2	Assess, review and document effectiveness of recommendations
		2.3	Adjust and document recommendations for future application, as required

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFCP004A Apply knowledge of risk assessment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFCPL003 Apply knowledge of risk assessment

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying organisational policies and procedures
- applying risk assessment process to assist in work and to guide problemsolving
- applying safety case risk management system by:
  - explaining how safety (and other forms of risk) has been considered with regard to any system or equipment throughout the life of the capability from definition through to disposal
  - explaining how due diligence has been given to the hazards associated with the introduction into service of new capability and documenting the system that facilitates the management of hazards
- applying safety, legislative and statutory requirements relevant to the risk assessment
- identifying, interpreting and analysing risk assessment requirements relevant to work performed
- using appropriate information technology and software.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- configuration management
- organisational requirements relevant to risk assessment systems
- relevant compliance requirements
- relevant organisational policies and procedures
- relevant risk factors including:
  - actual events
  - economic
  - environmental
  - financial
  - human behaviour
  - operational

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  - political circumstances
  - reputation
  - safety
  - technical
- risk assessment process relevant to safety case systems
- risk assessment process relevant to work performed
- safety case risk management system
- statutory requirements relevant to risk assessment systems.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate computer, software, legislation, guidelines, procedures and protocols relating to safety case processes, plans and workplace documentation currently used in industry
- applicable documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFCPL004 Apply knowledge of risk management

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to analyse and apply knowledge of risk management processes.

It includes accessing, interpreting and applying relevant risk management information.

This unit applies to Defence workers involved in the evaluation and review of safety cases but is applicable to all individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently and as part of a team under direct and indirect supervision, and perform routine tasks in familiar context.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Compliance

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Access and interpret relevant risk management information**	**1.1**	Identify and consider safety case risk management requirements in accordance with operational policies
		1.2	Analyse obtained risk management information to determine relevance and application to the organisation
		1.3	Formulate outcomes of the analysis and determine recommendations relevant to risk management requirements
2	**Apply risk management processes**	**2.1**	Apply risk management requirements and recommendations relevant to safety cases
		2.2	Assess, review and record the effectiveness of the recommendations in accordance with organisational procedures
		2.3	Adjust recommendations as required and document for future application

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFCP005A Apply knowledge of risk management.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFCPL004 Apply knowledge of risk management

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant compliance requirements
- applying relevant legislation, and organisational policies and procedures
- applying safety case risk management system by:
  - explaining how safety (and other forms of risk) has been considered with regard to any system or equipment throughout the life of the capability from definition through to disposal
  - explaining how due diligence has been given to the hazards associated with the introduction into service of new capability and documenting the system that facilitates the management of hazards
- applying safety, legislative and statutory requirements relevant to risk management
- identifying, interpreting and analysing risk management requirements relevant to work performed.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- applicable regulatory systems
- organisational requirements relevant to risk management systems
- relevant legislation, and organisational policies and procedures
- risk management process relevant to safety case systems
- risk management process relevant to work performed
- safety case risk management system
- statutory requirements relevant to risk management systems.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of

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assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, computer and software, legislation, guidelines, procedures and protocols relating to safety case processes, plans and workplace documentation currently used in industry
- applicable documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFCPL005 Apply knowledge of safety case development process

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to analyse and apply knowledge of the safety case development process.

It includes accessing, interpreting and applying relevant safety case development information.

This unit applies to Defence workers involved in the evaluation and review of safety cases but is applicable to all individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently and as part of a team under direct and indirect supervision, and perform routine tasks in familiar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Compliance

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Access and interpret relevant safety case development information**	**1.1**	Identify and obtain relevant safety case development requirements
		1.2	Analyse safety case development information to determine relevance and application to organisation
		1.3	Formulate outcomes of analysis and determine recommendations relevant to safety case development requirements
2	**Apply safety case development process**	**2.1**	Apply safety case development requirements and recommendations relevant to safety cases
		2.2	Assess, review and document effectiveness of recommendations
		2.3	Adjust recommendations and document for future application, as required

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFCP006A Apply knowledge of safety case development process.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFCPL005 Apply knowledge of safety case development process

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying knowledge of safety case development process to assist in work and to guide problemsolving
- applying organisational policies and procedures
- applying organisational requirements relevant to safety case development
- applying relevant compliance requirements
- applying safety case risk management system by:
  - explaining how safety (and other forms of risk) has been considered with regard to any system or equipment throughout the life of the capability from definition through to disposal
  - explaining how due diligence has been given to the hazards associated with the introduction into service of new capability and documenting the system that facilitates the management of hazards
- applying statutory requirements relevant to safety case development
- identifying, interpreting and analysing safety case development requirements relevant to work performed.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- configuration management
- organisational policies and procedures
- organisational requirements relevant to safety case development
- safety case development process relevant to work performed
- statutory requirements relevant to safety case and safety systems.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include

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requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, computer, software, legislation, guidelines, procedures and protocols relating to safety case processes, plans, workplace documentation currently used in industry
- applicable documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFCPL006 Provide specialist safety case advice

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to provide specialist safety case advice.

It includes identifying and analysing safety case issues, formulating options, and providing specialist safety case advice.

This unit applies to Defence workers involved in the evaluation and review of safety cases but is applicable to all individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently and as part of a team under direct and indirect supervision, and perform routine tasks in familiar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Compliance

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Identify and analyse safety case issues**	**1.1**	Observe, receive and clarify circumstances that require the provision of advice relating to a safety case
		1.2	Consult with stakeholders to clarify identified issues, as required
		1.3	Research issue/s and seek advice from relevant personnel to clarify unclear findings
2	**Formulate options for safety case advice**	**2.1**	Identify and evaluate options related to the provision of advice in accordance with operational procedures
		2.2	Prioritise options to determine preferred option
3	**Present specialist safety case advice**	**3.1**	Formulate advice and discuss with stakeholders in accordance with operational procedures
		3.2	Negotiate stakeholder requirements and incorporate within proposed advice
		3.3	Provide concluding advice in accordance with ethical and practical guidelines and within specified resource constraints

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFCP007A Provide specialist safety case advice.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFCPL006 Provide specialist safety case advice

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying organisational policies and procedures
- applying safety case risk management system by:
  - explaining how safety (and other forms of risk) has been considered with regard to any system or equipment throughout the life of the capability from definition through to disposal
  - explaining how due diligence has been given to the hazards associated with the introduction into service of new capability, and documenting the system that facilitates the management of hazards
- conducting relevant research into identified safety case issues
- identifying the issues surrounding the provision of safety case advice
- identifying, analysing and evaluating relevant information
- liaising effectively with colleagues and stakeholders
- preparing reports
- presenting the safety case advice
- providing and receiving feedback in a constructive manner
- selecting the most appropriate option
- using a variety of verbal and non-verbal communication techniques.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- analysis process
- applicable regulatory systems
- information sources and research techniques
- organisational guidelines and standards
- organisational policies and procedures
- product knowledge related to systems and/or equipment in service in the organisation
- professional codes of practice and duty of care

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- safety case documentation, procedures and processes
- statutory requirements relevant to safety cases
- written communication required to prepare quality reports.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, computer, software, legislation, guidelines, procedures and protocols relating to safety case processes, plans, workplace documentation currently used in industry
- applicable documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFCPL007 Implement and manage technical regulatory framework compliance

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to implement, manage and monitor the range of external and internal technical regulatory framework compliance requirements and obligations that must be fulfilled by an organisation.

It includes clarifying the scope and level of technical regulatory framework activities by identifying, documenting and communicating compliance requirements. It also includes implementing and monitoring implementation of the technical compliance management system.

This unit applies to technical regulatory framework specialists working within the materiel logistics area of Defence but is applicable to all individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently or as part of a team under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Compliance

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Clarify scope and level of technical regulatory framework activities	**1.1** Identify and review a range of technical regulatory framework operational components and relevant business arrangements of the organisation
	1.2 Analyse technical regulatory framework operations and relevant business arrangements of the organisation and identify functions, products and services that may be subject to compliance requirements
	1.3 Develop and document a plan for determining relevant compliance requirements
	1.4 Obtain plan approval from relevant internal authority
2 Identify compliance requirements	**2.1** Carry out source search of information on internal and external compliance requirements using appropriate search resources
	2.2 Search compliant requirements across relevant jurisdictional laws and regulations, and industry and organisational codes and standards and identify related compliance requirements
	2.3 Gather and progressively review information about relevant compliance requirements in terms of relevance to identified organisational operations, services and products
	2.4 Discuss and clarify ambiguities, uncertainties and problems experienced with relevant internal or external stakeholders
	2.5 Identify, analyse and prioritise relevant compliance requirements in terms of critical implications for the organisation, and risks and consequences of possible breaches
3 Document and communicate compliance requirements	**3.1** Organise and document outcomes of identification and interpretation activities in specified information management systems
	3.2 Obtain approval for specified information management systems documentation from appropriate internal

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			authority
		3.3	Prepare reports of relevant compliance requirements and assessed implications and communicate to relevant personnel performing specific compliance management functions
4	**Implement technical compliance management system**	**4.1**	Confirm components of planned technical compliance management system, and clarify proposed implementation structures and procedures
		4.2	Clarify budgetary arrangements for implementing planned technical compliance management system
		4.3	Develop implementation plan and schedule for compliance management systems in collaboration with managers and operational requirements
		4.4	Acquire and assign resources for approved technical regulatory framework compliance management system
		4.5	Ensure all relevant stakeholders are informed of their roles and responsibilities within planned technical regulatory framework compliance management system
		4.6	Implement compliance management system in accordance with organisational plan
5	**Monitor implementation of technical compliance management system**	**5.1**	Determine agreed criteria for operation of technical compliance management system
		5.2	Review feedback and performance indicators on operation of technical compliance management system in terms of agreed criteria
		5.3	Identify problems in operation of technical compliance management system, in particular any breach of compliance requirements, and take appropriate action to address
		5.4	Report identified breaches in compliance through established reporting systems

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of

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competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFCM309A Implement and manage technical regulatory framework compliance.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFCPL007 Implement and manage technical regulatory framework compliance

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- analysing data and information
- applying, monitoring and reporting relevant implementation processes
- applying relevant operational policies and procedures
- clarifying scope and level of technical regulatory framework activities
- consulting with and negotiating with relevant groups and individuals
- documenting and communicating compliance requirements
- identifying compliance requirements
- identifying, interpreting and analysing risk assessment requirements relevant to technical regulatory framework
- implementing technical compliance management system
- interpreting organisational role relevant to technical regulatory framework compliance management plans
- monitoring implementation of technical compliance management system.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- breach management policies and processes including:
  - identification
  - classification
  - investigation
  - rectification
  - reporting breaches in compliance requirements
- compliance related management information systems
- continuous improvement processes for compliance including monitoring, evaluation and review
- documentation of compliance requirements
- elements of the technical regulatory framework compliance management systems

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- liaison procedures with relevant internal and external personnel on compliance related matters
- processes for internal and external promulgation of information on compliance requirements and compliance program management system
- quantitative and qualitative data analysis techniques relevant to compliance related research
- relevant operational policies and procedures, and compliance standards
- relevant technical regulatory framework compliance management
- reporting processes and procedures on compliance management including:
  - breaches
  - rectification action
- research methods and techniques suitable for compliance related research projects
- sources of data relevant to compliance research
- specification of compliance management functions, accountabilities and responsibilities under a technical regulatory framework
- techniques and performance indicators for monitoring operation of a compliance program/management system.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, computer, software, legislation, guidelines, procedures and protocols relating to technical regulatory framework currently used in industry
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFCPL008 Plan and establish technical regulatory framework compliant management systems

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to plan and establish an appropriate technical regulatory framework compliant management system to enable an organisation to fulfil its obligations and responsibilities under applicable technical compliance requirements.

It includes determining, identifying and selecting applicable compliance requirements. It also includes planning, documenting and implementing required a compliant management system.

This unit is intended to ensure that compliance is an integral part of normal business operations.

This unit applies to technical regulatory framework specialists working in the materiel logistics area of Defence but is applicable to all individuals who work in this field.

Typically, these persons work independently or as part of a team under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their outputs.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Compliance

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Determine applicable compliance requirements	**1.1** Obtain and interpret information about current compliance requirements applicable to the organisation or project
	1.2 Review each area of compliance required in terms of relevant internal and external authorities, risks involved, ways of ensuring compliance, penalties for a breach of compliance, and areas and operations of the organisation most affected
	1.3 Identify and clarify differences in responsibilities between executive and engineering/technical authority and their respective roles in the compliance process
	1.4 Evaluate and select the most appropriate compliant management system that meets the technical regulatory framework and business needs
2 Identify and select appropriate compliant management system/s	**2.1** Initiate an investigation to tailor a compliant management system for each area of applicable compliance that is consistent with the relevant technical regulatory framework, suitable for the organisation concerned and for controlling the risks involved
	2.2 Review and compare tailoring options for a suitable compliant management system and its various components on the basis of established analytical criteria
	2.3 Select the most appropriate compliant management system for implementation that satisfies the technical regulatory framework and business needs
3 Plan required compliant management system/s	**3.1** Identify and document components of proposed compliant management system
	3.2 Identify personnel requirements for operation of the compliant management system and assign or recruit appropriate staff
	3.3 Identify and document management information system requirements for effective and efficient operation of the

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		compliant management system
	3.4	Select for establishment, the most suitable complaints management system for the organisation and its compliance responsibilities
	3.5	Determine the strategy for the development of a compliance management culture in consultation with key stakeholders
	3.6	Identify and document suitable processes and procedures to identify and manage breaches in compliance requirements
	3.7	Determine review and reporting requirements across different areas of compliance, and develop suitable processes and procedures
	3.8	Budget and assign resources required for the development, implementation, review and maintenance of the proposed compliant management system
4 Document required compliant management system	**4.1**	Document specifications for the various components of the proposed compliant management system in accordance with the relevant technical regulatory framework requirements
	4.2	Document, approve and disseminate to relevant key stakeholders, a schedule for implementation, review and maintenance of the planned compliant management system
	4.3	Seek approval from appropriate authorities prior to establishing the proposed compliant management system
5 Implement compliant management system	**5.1**	Appoint and train managers and operations personnel to undertake their compliance management responsibilities
	5.2	Monitor components and operation of the compliant management system in collaboration with assigned staff in accordance with approved plan
	5.3	Evaluate compliant management system in collaboration with assigned staff in accordance with approved plan
	5.4	Prepare reports about the operation and evaluation of the compliant management system in accordance with compliance requirements and recommend remedial

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actions, as required

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFCM312A Plan and establish technical regulatory framework compliant management systems.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFCPL008 Plan and establish technical regulatory framework compliant management systems

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- analysing data and information
- applying, monitoring and reporting on relevant implementation processes
- applying organisational policies and procedures
- consulting with and negotiating with relevant stakeholders
- determining applicable compliance requirements
- identifying and assessing potential alliances and effective strategies
- identifying and selecting appropriate compliant management system/s
- identifying, interpreting and analysing risk assessment requirements relevant to work performed
- implementing a compliant management system
- interpreting organisational role relevant to configuration management plans
- planning and implementing technical regulatory framework compliant management plans to assist in work and to guide problem solving.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- breach management policies and processes including the identification, classification, investigation, rectification and reporting of breaches in compliance requirements
- compliance complaints handling systems
- compliance related management information systems
- continuous improvement processes for compliance including monitoring, evaluation and review
- corporate induction and training processes related to compliance management
- documentation of compliance requirements relevant to the specified work role/area
- elements of the technical regulatory framework compliance management systems
- liaison procedures with key stakeholders on compliance and compliance management systems

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- performance measurement relevant to technical regulatory framework compliance management plans
- quantitative and qualitative data analysis techniques relevant to compliance related research
- record-keeping systems required for compliance management
- relevant organisational policies and procedures, and industry standards
- reporting processes and procedures for compliance management including reports on breaches and rectification action
- sources of data relevant to compliance research
- specification of compliance management functions, accountabilities and responsibilities under the technical regulatory framework
- strategies for maintenance of a positive compliance culture within the organisation
- technical integrity i.e. an item's fitness for service, safety and compliance with regulations for the protection of the environment.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- relevant plans
- workplace documentation
- relevant information about compliance requirements and options for compliant management systems
- relevant stakeholders
- applicable documentation including legislation, workplace protocols, procedures, regulations, guidelines codes of practice and operation manuals.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFCPL009 Apply knowledge of work health and safety legislation for safety cases

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills required to analyse and apply knowledge of work health and safety (WHS) legislation for safety cases.

It includes accessing and interpreting relevant WHS legislation; and reporting on WHS legislation as it relates to safety cases.

This unit applies to Defence workers involved in WHS for safety cases but is applicable to all individuals who work in this field

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently and as part of a team under direct and indirect supervision, and perform routine tasks in familiar context.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Compliance

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes.	demonstrate achievement of the element.
1 Access and interpret relevant WHS legislation information	**1.1** Obtain WHS legislation requirements
	1.2 Analyse WHS legislation information to determine application to the organisation
	1.3 Formulate recommendations from analysis of WHS legislation
2 Report on WHS legislation as it relates to safety cases	**2.1** Gather information from relevant sources and financial management information systems
	2.2 Draft report based on information gathered and recommendations formulated
	2.3 Identify and investigate anomalies in the report and seek clarification from subject matter expert/s as required
	2.4 Finalise report and submit to relevant personnel

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFCPL009 Apply knowledge of work health and safety legislation for safety cases

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying organisational requirements relevant to regulatory systems
- applying statutory requirements relevant to regulatory systems
- identifying, interpreting and analysing regulatory system requirements relevant to work being performed
- using appropriate information technology and software.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- configuration management
- organisational requirements relevant to regulatory systems
- regulatory systems relevant to safety cases and safety systems
- regulatory systems relevant to work being performed
- safety case process
- statutory requirements relevant to safety case, safety and regulatory systems.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy

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requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, computer, software, legislation, guidelines, procedures and protocols relating to safety case processes, relevant plans and workplace documentation currently used in industry
- applicable documentation, including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFDCD001 Function in the Australian aerospace environment

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to safely function in the Australian aerospace environment.

It includes identifying information about the aerospace industry in Australia, recognising aircraft and implementing work health and safety (WHS)/occupational health and safety (OHS) requirements.

This unit applies to Defence Force Cadets.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work under direct supervision and perform specific tasks in familiar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Defence Cadets

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Identify aerospace industry information in Australia**	**1.1**	Outline the structure of the Australian aerospace industry and the functions of the different sectors
		1.2	Outline the structure of the Defence aerospace organisation and the roles of the three services
		1.3	Identify career opportunities within the Australian and/or Defence aerospace environment and the entry requirements
		1.4	Develop and maintain current knowledge of the aerospace environment
2	**Recognise aircraft**	**2.1**	Identify basic airframe parts of a fixed wing aircraft
		2.2	Identify current Australian Defence Force (ADF) and civilian aircraft
3	**Apply WHS/OHS requirements**	**3.1**	Select and use personal protective equipment
		3.2	Identify hazards, assess risks and implement organisational control measures
		3.3	Observe aircraft hazards and safety distances
		3.4	Maintain basic situational awareness when moving within an aviation workplace
		3.5	Recognise and report unsafe actions or situations to supervisor or other appropriate personnel

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

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Unit Mapping Information

This unit replaces and is equivalent to DEFDC002B Function in the Australian aerospace environment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFDCD001 Function in the Australian aerospace environment

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant safety and security practices, operational procedures and regulations
- complying with relevant operational policies and procedures
- identifying a mixture of at least ten civilian and military aircrafts
- identifying and collecting aerospace information
- identifying hazards, assessing risks and identifying control measures
- moving safely on a tarmac and within a maintenance facility
- recognising and anticipating safety and security problems and hazards, and taking appropriate action.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- aircraft recognition features
- Australian Defence Force (ADF) bases from which aircraft operate
- ADF aerospace services
- components of an aircraft airframe
- relevant operational policies and procedures
- relevant safety and security regulations, rules, policies and procedures
- roles of ADF aircraft
- safety and security hazards and risks in the aviation workplace
- sectors of the aerospace industry.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include

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requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in aerospace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated aerospace operational situations that reflect aerospace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFDPA001 Promote the organisation's mission and values

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to promote the mission and values of the Defence organisation.

It includes building networks and developing working relationships to promote and represent the Defence organisation.

This unit applies to Defence public affairs personnel but it could apply to any personnel who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work under indirect supervision or as part of a team, and perform specific tasks in familiar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Defence Public Affairs

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Build networks and develop working relationships**	**1.1**	Establish formal and informal networks at the local, regional and national levels to support liaison and collaboration in accordance with organisational policy
		1.2	Recognise roles and responsibilities of stakeholders and ensure they are taken into account in interactions
		1.3	Develop working relationships with stakeholders to provide beneficial outcomes
		1.4	Conduct productive dealings with stakeholders in accordance with organisational protocols
		1.5	Obtain feedback from other organisations and governments to inform and improve service delivery
2	**Promote the organisation**	**2.1**	Use a range of strategies to promote a positive image of the organisation at every available opportunity
		2.2	Communicate issues, policies and practices to a range of audiences in writing and orally in accordance with organisational procedures
		2.3	Identify and involve appropriate key people to achieve outcomes
		2.4	Develop and distribute authoritative and specialist advice in accordance with organisational procedures
3	**Represent the organisation**	**3.1**	Communicate the organisation’s message clearly and confidently to stakeholders in accordance with organisational policy
		3.2	Promote the organisation to external stakeholders
		3.3	Provide advice to stakeholders consistent with organisational policy
		3.4	Provide advice in the context of strategic planning for the organisation in accordance with organisational policy
		3.5	Provide advice on sensitive matters in line with privacy and confidentiality legislation and guidelines

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of

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competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFPA001 Promote the organisation's mission and values.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFDPA001 Promote the organisation's mission and values

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying legislation, regulations and organisational policies, procedures and practices relating to representing and promoting the organisation, including protocols for maintaining networks
- applying procedures relating to work health and safety (WHS) in the context of internal and external networking
- gaining cooperation of others
- preparing general information and papers according to target audiences
- proofreading and editing to ensure clarity of meaning, conformity to organisational requirements, and accuracy and consistency of information
- responding appropriately to diversity, including gender and disability
- using effective communication techniques especially when making public presentations, giving and receiving feedback, designing promotional material, maintaining effective relationships and managing conflict
- using problemsolving and negotiation to manage contingencies and achieve mutually acceptable outcomes.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- applicable environmental or sustainability legislation, regulations and codes of practice
- confidentiality requirements
- external stakeholders including:
  - community
  - community groups
  - community organisations
  - consultants
  - customers

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  - industry
  - local, state/territory and federal governments
  - media
  - national and international associations
  - other emergency management and non-government organisations such as the Red Cross, Salvation Army
  - technical advisers
  - utilities
  - volunteers
  - work groups and individuals internal to the organisation
- goals and objectives of the organisation
- key internal and external stakeholders who have an impact on the organisation's culture, services, resources and policies
- legislation, regulations, policies and procedures relating to the protocols and guidelines for representing and promoting the organisation
- principles and techniques for building relationships of trust, including with people from different cultures
- principles of effective communication in relation to listening, questioning and non-verbal communication
- privacy principles
- public and political context of the organisation and its services
- relevant written communication techniques and their principles
- responsibilities of three levels of government relevant to the organisation
- roles and responsibilities of other agencies and relevant organisations
- statutes impacting on the organisation
- techniques and strategies for preparing and presenting information to promote the organisation.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Resources for assessment must include access to:

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- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- relevant standards, policy and instructions related to public affairs
- applicable documentation including operational policies, procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFDPA002 Identify material suitable for media publication

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to identify material that is suitable for publication in all forms of media.

It includes identifying sources for potential stories and relevant public affairs objectives, and establishing story points or themes.

This unit applies to Defence public affairs personnel but it could apply to any personnel who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work under indirect supervision or as part of a team, and perform specific tasks in familiar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Defence Public Affairs

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Identify and/or locate sources for potential stories**	**1.1**	Obtain and analyse material about organisational issues and current affairs in accordance with operational procedures
		1.2	Maintain and engage with a network of relevant stakeholders
		1.3	Maintain a professional resource collection
		1.4	Assess information for newsworthiness and audience appeal
2	**Identify relevant public affairs objectives**	**2.1**	Identify public affairs objectives and constraints
		2.2	Identify client needs and factor into planning
		2.3	Identify and involve key relevant stakeholders to achieve outcomes
3	**Establish likely story 'angle'**	**3.1**	Identify potential story approach that will be of interest to target audience
		3.2	Identify relevant factors affecting research for stories
		3.3	Consult with or obtain clearance from appropriate stakeholders to ensure story angle is consistent with organisational mission, in accordance with operational procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFPA002 Identify material suitable for media publication.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFDPA002 Identify material suitable for media publication

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying communication ethics relevant to the audience and organisation
- applying organisational policies and procedures
- establishing useful networks
- identifying material suitable for media publication
- making notes from spoken and written sources
- researching using a range of sources
- revising own writing and speaking to enhance meaning and effectiveness
- sourcing, reading and critically evaluating background information
- transcribing material accurately from oral to written text
- using a range of language structures, registers, vocabulary and idiom required in conversational exchanges.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- audience and organisational interests
- constraints on using information including security requirements, conditions on reporting sensitive issues, privacy principles
- current affairs and organisational issues
- media's definition of news
- public affairs objectives and the characteristics of public affairs organisations including:
  - organisation's internal communications objectives
  - internal client objectives including commanders, headquarters or policy areas
  - publication objectives for communicating information
- relevant legislation, organisational policies and procedures
- types of stories used in organisation's publications
- variety of writing genres.

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Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- relevant standards, policy and instructions related to public affairs
- applicable documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFDPA003 Conduct market profiling

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to conduct market profiling to support public affairs activities.

It includes segmenting the market to identify the target market and profiling the target audience to develop a positioning strategy.

This unit applies to Defence public affairs personnel but it could apply to any personnel who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently or as part of a team, and perform specific tasks in familiar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Defence Public Affairs

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Segment the market**	**1.1**	Identify criteria to use in segmenting the market in accordance with the marketing/media plan
		1.2	Access sources of information for segmenting and profiling markets in accordance with the marketing/media plan
		1.3	Segment the market in accordance with identified criteria
		1.4	Review market segments for their usefulness in terms of size, potential, distinctive needs, easy identification of members, and/or distinctive media use patterns
2	**Identify the target market**	**2.1**	Define the target market in terms of the stakeholders to be included as prospective users of a product or service, and in terms of the selected market segment/s
		2.2	Explain the target market segments
		2.3	Identify available strategic options and select the targeting strategy in accordance with operational policy and procedures
3	**Profile target audience**	**3.1**	Outline the total market and the selected market segment/s in the form of a stakeholder profile
		3.2	Use demographic and/or psychographic profiles in accordance with the requirements of the marketing/media plan
		3.3	Apply language, format, content and level of detail so that the profile is consistent with organisational requirements
4	**Develop a positioning strategy**	**4.1**	Identify a viable positioning strategy
		4.2	Draft a marketing/positioning plan that aligns strategy with stakeholder profile
		4.3	Consult with organisational stakeholders to ensure strategy aligns with organisational goals/mission

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFPA003 Conduct market profiling.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFDPA003 Conduct market profiling

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying communication ethics relevant to the audience and organisation
- applying relevant organisational policies and procedures
- conducting market profiling
- researching and analysing
- identifying relevant information, writing reports, and interpreting internal and external information
- identifying the target market, and selecting targeting and positioning strategies that meet organisational requirements
- providing a profile that contains rationale and supporting information.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- criteria to use in segmenting the market including:
  - stakeholder needs
  - benefits desired
  - service usage
  - attitude
  - demographics
  - lifestyle
  - social and cultural factors
  - business characteristics
- data collection and analysing techniques
- elements of marketing profiling/media planning including:
  - targeting strategy
  - demographic descriptions
  - psychographic descriptions

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  - positioning strategies
- market mix
- relevant legislation, organisational policies and procedures
- organisational business and marketing/media plan
- organisational business structure, and relevant products and services
- product and service standards, and relevant best practice models.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- relevant standards, policy and instructions related to public affairs
- applicable documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFDPA004 Manage media requirements at major events

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to manage media requirements at major events.

It includes assessing organisational requirements, developing a media strategy, managing the media and providing information for major events.

This unit applies to Defence public affairs personnel but it could apply to any personnel who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently or as part of a team, and perform specific tasks in familiar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Defence Public Affairs

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Assess event and organisation requirement**	**1.1**	Define restricted and/or special access areas to the media
		1.2	Assess operational responsibilities and provision of information to the media in accordance with operational procedures
2	**Develop media strategy**	**2.1**	Use the media plan to form the media strategy
		2.2	Arrange media requirements in accordance with event characteristics
		2.3	Brief media representatives in accordance with availability, knowledge of event and media presence
		2.4	Allocate a media briefing area within required resources where possible
		2.5	Gain media cooperation in order to coordinate information flow and to provide information to the public
		2.6	Change media strategy to suit operational demands and level, as required
		2.7	Gain approval for information releases in accordance with operational procedures
		2.8	Schedule information briefing sessions and tours in accordance with operational responsibilities and media requirements
		2.9	Provide media personnel with personal protective clothing and equipment in accordance with operational procedures
3	**Provide information to media**	**3.1**	Follow organisational protocols when liaising with the media
		3.2	Provide media representatives with current developments of the event, as required
		3.3	Schedule and conduct interview and photo opportunities to provide updated information, as required
		3.4	Consult other organisations at the incident to ensure a consistent presentation of information to the media, in accordance with operational procedures

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	3.5	Maintain accurate records of media enquiries and interviews
	3.6	Maintain open communication channels between organisations and the media
4 Promote the organisation via the media	**4.1**	Promote work and achievements of the organisation throughout the event in accordance with operational protocols
	4.2	Ensure own demeanour and presentation meets organisational professional standards

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFPA004 Manage media requirements at major events.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFDPA004 Manage media requirements at major events

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying communication ethics relevant to the audience and organisation
- applying operational policies and procedures
- communicating facts in a fluent, clear and interesting manner
- conducting press conferences and group interviews
- demonstrating an awareness of organisational issues
- liaising with the media and other organisational personnel
- managing the media to ensure integrity of information being disseminated
- presenting information via media channels
- retaining professionalism
- showing attention to detail
- speaking publicly
- using appropriate personal protective equipment and clothing.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- current media liaison practices
- legal and organisational requirements relating to confidentiality, libel, accuracy, discrimination
- media requirements including:
  - access for crew and equipment
  - photographic/film opportunities
  - onsite interviews
  - interviews with particular personnel
  - newsworthiness, news angles
  - human interest interviews and stories
  - technical aspects such as lighting and sound

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  - technical and other requirements of local, regional, national media and print, radio, television and social media
  - individual requests from media personnel
  - food, shelter, personal protective equipment
  - telephones, information technology, power outlets
  - bilingual briefing
- newsworthiness of information
- relevant operational policies and procedures
- role of media in disseminating information including information covering:
  - road closure notifications
  - facility closures
  - warnings
  - danger zone identification
  - public information/assurance
  - evacuation details.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- relevant standards, policy and instructions related to public affairs
- applicable documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFDPA005 Develop and implement media plans

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to develop and implement media plans.

It includes defining the media requirements, selecting and scheduling the appropriate media, and evaluating the planned outcomes.

This unit applies to Defence public affairs personnel but it could apply to any personnel who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently or as part of a team, and perform specific tasks in familiar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Defence Public Affairs

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Define media requirements**	**1.1**	Identify target audience from the task brief
		1.2	Analyse environment to determine the reach and frequency requirements of media selected
		1.3	Analyse creative requirements of the message and determine media implications
		1.4	Confirm media budget, and identify legal and voluntary constraints in accordance with operational procedures
2	**Select media vehicles**	**2.1**	Evaluate media vehicle options, considering past performance and appropriateness of using new or alternative media vehicles to meet brief requirements
		2.2	Select media vehicles that target the specified audience and meet media budget requirements
		2.3	Select media vehicles that meet the creative, reach and frequency requirements of the message to be achieved within the assigned budget
		2.4	Assess selected media vehicles to meet legal and ethical requirements
3	**Determine a media schedule**	**3.1**	Ensure the duration and timing of the media schedule meets the brief requirements
		3.2	Create a media schedule to the satisfaction of the event coordinator
		3.3	Develop alternative media schedules within budget for the event coordinator
		3.4	Develop testing schedule for the media plan and modify it in accordance with results obtained
4	**Produce a media plan**	**4.1**	Create a media plan that defines the media requirements of the brief and provide evidence to support each requirement
		4.2	Specify the recommended media and vehicle/s and the rationale for their selection in the media plan
		4.3	Ensure media plan contains a budget allocation per medium per advertising period
		4.4	Develop performance measures to ensure effectiveness

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			of media plan
5	**Implement a media plan**	**5.1**	Allocate resources and approve plans in accordance with operational procedures
		5.2	Brief and coordinate personnel to be involved as required
		5.3	Coordinate events and activities in accordance with media plan
		5.4	Handle contingencies in accordance with organisational risk management arrangements identified in the planning for events/activities
6	**Evaluate a media plan**	**6.1**	Evaluate and analyse the coordination of media events and activities within the plan, to improve future planning
		6.2	Evaluate events and activities in terms of their effectiveness in achieving desired outcomes

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFPA005 Develop and implement media plans.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFDPA005 Develop and implement media plans

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying communication ethics relevant to the audience and organisation
- applying organisational policies and procedures
- developing and implementing media plans
- evaluating, comparing and weighing advantages of one medium over another, and matching characteristics with media requirements
- interpreting the characteristics of different media and matching them to the requirements of the advertising brief
- producing a media plan that:
  - defines the media requirements of the brief
  - details contingency provisions
  - specifies the rationale for the media vehicle/s chosen
  - includes budgetary allocation for each chosen medium
  - evaluates the media plan
- using communication skills to consult on the media schedule.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- data analysis and matching techniques
- contingency activities
- ethical principles
- legal or voluntary constraints and ethical requirements relating to the media industry
- media plan and requirements
- media vehicles including:
  - cable and satellite television
  - direct mail
  - direct response

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  - exhibitions and trade fairs
  - Internet and intranet
  - radio
  - social media
  - sponsorship
  - television
  - the press
  - Videos
  - DVDs
- organisational budget and resource constraints
- organisational products and services offered
- principles and characteristics of media strategies
- relevant legislation and regulations
- relevant media terminology
- relevant organisational policies and procedures.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- an advertising brief, relevant standards, policy and instructions related to public affairs
- applicable documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFDPA006 Develop and implement a public affairs strategic plan

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to develop and implement a public affairs strategic plan.

It includes confirming organisational vision and mission to support the strategic direction of the organisation by analysing the internal and external environment to write and implement a strategic plan.

This unit applies to Defence public affairs personnel but it could apply to any personnel who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently or as part of a team, and perform specific tasks in familiar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Defence Public Affairs

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Confirm organisational vision and mission**	**1.1** Check the currency of and support for organisational vision and mission with key stakeholders
		1.2 Propose changes or refinements to vision or mission statement, as required
		1.3 Gain support for strategic planning process and mission refinements from relevant stakeholders
		1.4 Undertake approval process for required refinements in accordance with organisational procedures
2	**Analyse the internal and external environment**	**2.1** Identify required information and undertake research to deliver relevant information
		2.2 Analyse political, economic, social and technological developments
		2.3 Seek advice from identified subject matter experts as required
		2.4 Consider identified strengths and weaknesses of existing stakeholders
		2.5 Analyse organisation’s strengths, weaknesses, opportunities and threats
		2.6 Identify organisational risk factors that will impact on the implementation of a strategic plan in accordance with operational procedures
3	**Write strategic plan**	**3.1** Document relevant research and background for inclusion in the strategic plan
		3.2 Formulate strategic objectives and strategies
		3.3 Assign strategies a priority, timeframe, responsible parties and measurable performance indicators
		3.4 Circulate strategic plan for comment, support and endorsement in accordance with operational guidelines
4	**Implement strategic plan**	**4.1** Communicate strategic plan to relevant parties
		4.2 Brief personnel who have a specific role in relation to strategies

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4.3 Use performance indicators to monitor progress of the implementation of the plan

4.4 Make necessary refinements to the plan from feedback received

4.5 Evaluate achievement of objectives at agreed milestones

4.6 Review effectiveness of plan and consider methods for improving strategic planning processes

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFPA006 Develop and implement public affairs strategic plans.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFDPA006 Develop and implement a public affairs strategic plan

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying communication ethics relevant to the audience and the organisation
- applying organisational policies and procedures
- applying risk management strategies to plan and undertaking appropriate due diligence
- developing and implementing a public affairs strategic plan that includes:
  - objectives
  - strategies
  - timeframes
  - performance indicators
  - methods for monitoring the implementation of the plan
- using research methods that ensure accurate, up-to-date information is available
- undertaking analysis to review strengths and weaknesses, and to collate and interpret statistical data including trend analysis.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- relevant legislation and organisational policies and procedures
- research including:
  - demographics
  - economics
  - internal research
  - market segmentation
  - political
  - product
  - social
  - technical
- strategic planning methodologies including political, economic, social and technological

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(PEST) analysis, and strengths, weaknesses, opportunities and threats (SWOT) analysis.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFDPA007 Develop and implement effective communication strategies

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to develop and implement effective communication strategies.

It includes developing effective communication skills, facilitating discussions and producing quality written material.

This unit applies to Defence public affairs personnel but it could apply to any personnel who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently or as part of a team, and perform specific tasks in familiar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Defence Public Affairs

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes.	demonstrate achievement of the element.
1 Develop effective communication skills	**1.1** Develop, promote, implement and review strategies for internal and external distribution of information
	1.2 Address specific communication needs when developing and implementing strategies to avoid discrimination in the workplace
	1.3 Establish and review channels of communication
	1.4 Provide coaching in effective communication to staff as required
	1.5 Use negotiation and conflict resolution strategies to promote effective operation of the organisation
	1.6 Negotiate issues with key stakeholders, clients and staff in a way that leads to a mutually acceptable outcome
	1.7 Maintain work related networks and relationships to ensure client needs and organisational objectives are met
	1.8 Ensure communication with stakeholders and colleagues is appropriate to individual needs and the situation, and that it promotes achievement of organisational objectives
2 Facilitate group discussion	**2.1** Define and implement mechanisms that enhance effective group interactions
	2.2 Use inclusive strategies that encourage all group members to participate and that include seeking and acknowledging contributions from all members
	2.3 Undertake an evaluation of group communication strategies to promote ongoing participation of all parties
	2.4 Identify and address specific communication needs of individuals in accordance with operational policies and procedures
3 Produce quality written materials	**3.1** Write and present information in a logical manner
	3.2 Provide accurate and timely advice to management and stakeholders
4 Conduct formal discussions	**4.1** Reach mutual agreement about and adhere to appropriate structures, timeframes and protocols during

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formal discussions

4.2 Acknowledge individual differences, needs and rights during the conduct of interviews and formal discussions, in accordance with organisational policies

4.3 Provide feedback and give advice in a way that reflects current identified good practice in accordance with organisational policies and procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFPA007 Develop and implement effective communication strategies.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFDPA007 Develop and implement effective communication strategies

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying communication ethics relevant to the audience and organisation
- applying organisational policies and procedures
- communicating information effectively verbally and in writing
- delivering effective presentations
- developing and implementing effective communication strategies
- implementing effective group management processes
- managing conflict resolution and negotiation
- organising and conducting interviews and other panels
- writing effective workplace documents.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- different communication styles and techniques including:
  - cultural communication protocols
  - specific communication needs
- group processes
- interviewing techniques
- oral communication
- relevant organisational policies and procedures
- research techniques
- written communication/documentation required including:
  - complex reports, briefing notes
  - correspondence, formal correspondence
  - instructions, procedures and policies
  - meeting minutes
  - proposals, project plans and spreadsheets

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- speeches, journal articles and marketing materials.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools and equipment currently used in industry
- applicable documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFDPA008 Manage public affairs projects

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to manage public affairs projects.

It includes defining project scope, developing an overall project plan, monitoring project and evaluating planned outcomes.

The project may include:

- video/film productions
- radio productions, drama documentaries
- multimedia projects
- major events
- exercises
- air show.

This unit applies to Defence public affairs personnel but it could apply to any personnel who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently or as part of a team, and perform specific tasks in familiar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Defence Public Affairs

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Define project scope	**1.1** Clarify project aim, purpose, product and outcome
	1.2 Develop project budget and confirm with relevant project stakeholders
	1.3 Determine and confirm project resources strategy including finance, personnel, technology and equipment requirements
	1.4 Determine project personnel responsibilities
	1.5 Communicate responsibilities clearly to project stakeholders and personnel
2 Develop project plan	**2.1** Develop project plan including timeline, schedules, deliverables and contribution from project stakeholders
	2.2 Develop project risk management strategy and resource management strategy in accordance with operational procedures
	2.3 Clarify and confirm resource requirements and availability
	2.4 Specify and confirm timeline and milestones
	2.5 Brief relevant personnel on project plan, deadlines and responsibilities
3 Monitor project	**3.1** Implement project plan
	3.2 Support project personnel to ensure that project outcomes can be achieved
	3.3 Use interpersonal skills to build trust and cooperation with project team
	3.4 Assess progress against milestones and take contingency action as required to ensure project deadlines are met
	3.5 Adjust project plan in accordance with contingency plans

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	3.6	Establish and maintain relevant documentation and correspondence register
	3.7	Provide feedback to relevant personnel coordinating sections of the project
	3.8	Finalise project within agreed timelines
	3.9	Provide reports to management/stakeholders, as required
4 Evaluate project outcomes	**4.1**	Evaluate project outcomes against agreed aim and purpose
	4.2	Evaluate project outcome quality
	4.3	Review project plan using agreed measures
	4.4	Communicate project evaluation outcomes with relevant personnel and incorporate recommendations into future project planning and management

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFPA008 Manage public affairs projects.

Links

Companion Volume - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFDPA008 Manage public affairs projects

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying organisational policies and procedures
- applying relevant legislation, regulations and operational policies to public affairs projects
- managing public affairs projects
- planning and coordinating a range of events/activities for different stakeholders
- publicising events and activities to encourage public participation.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- evaluation in the context of public affairs projects and activities
- privacy principles
- project planning and coordination
- relevant legislation, regulations, organisational policies, organisational procedures and guidelines relating to public affairs, such as privacy, confidentiality, copyright, libel and slander
- using mass media.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so;

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where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFDPA009 Apply knowledge of public affairs in a service environment

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit describes the skills required to apply knowledge of the service environment to develop and implement current public affairs product, procedures and policy. An understanding of the service environment in which public affairs capability is deployed and used is an essential consideration when developing and implementing policy, reports, instruction or advice related to them.

This unit applies to those required to develop and implement public affairs policy, report, instruction or advice.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform complex tasks in a broad range of contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Defence Public Affairs

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine service environments**	**1.1** Identify public affairs requirements in service environments
		1.2 Research and identify public affairs issues within service environments
2	**Use knowledge of service environments to assist in work and to guide problem solving**	**2.1** Identify service-related issues when implementing public affairs options or recommendations and providing advice
		2.2 Use service environment knowledge when providing recommendations or advice
		2.3 Use service environment knowledge when creating public affairs product, and writing policy, instructions and reports

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFDPA009 Apply knowledge of public affairs in a service environment

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- interpreting public affairs effects relevant to operational service
- providing public affairs recommendations or advice appropriate to service environments
- researching contextual issues that influence service operating environment from public affairs perspective
- writing public affairs documentation including at least one of the following:
  - plans
  - media release
  - instruction
  - orders

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- awareness of clearance requirements associated with public comment in operational contexts
- environmental factors influencing public affairs in service operating environments
- public affairs effects relevant to service operations.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational

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situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- acceptable means of simulated assessment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFDPL001 Provide high-level support on service discipline matters

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to provide high-level support on service discipline matters within a Defence legal environment.

It includes planning and preparing to provide highlevel support, clarifying complex legal issues and performing legal research. It also includes preparing complex documents and finalising legal matters.

This unit applies to Defence personnel who are required to provide more complex paralegal support services.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work mostly independently while part of a team, and perform routine and complex tasks. They work with limited supervision, with identified approval authorities. They apply solutions to a variety of predictable and complex problems in familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Defence Paralegal Operations

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Plan and prepare to provide support**	**1.1**	Receive high-level service discipline task
		1.2	Analyse and identify high-level legal issues for the task
2	**Clarify legal issues**	**2.1**	Review and clarify high-level legal issues of task with instructing legal officer
		2.2	Obtain additional information relevant to task as required
		2.3	Clearly outline paralegal legal limits of responsibility to stakeholders and establish mutual expectations in accordance with organisational and legal procedures
3	**Perform legal research**	**3.1**	Conduct legal research for task as necessary
		3.2	Analyse and document outcomes of legal research in accordance with organisational procedures
4	**Prepare legal documents**	**4.1**	Prepare documents for task under instruction from instructing legal officer
		4.2	Review documents for task with instructing legal officer and amend as required
5	**Finalise matter**	**5.1**	Finalise documents in accordance with legal and task requirements
		5.2	Communicate task outcomes to stakeholders, as required
		5.3	Update file notes and place outcomes on file in accordance with organisational procedures
		5.4	Appropriately store and secure file to meet legal requirements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces but is not equivalent to DEFPL014 Provide high level support on service discipline matters.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFDPL001 Provide high-level support on service discipline matters

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- communicating effectively on complex legal matters
- coordinating with instructing legal officer to prepare for complex trial or service discipline proceedings
- ensuring trial/tribunal and post-trial/tribunal administration is completed in accordance with legal and operational procedures
- implementing written and oral instructions to prepare effective complex briefs
- preparing and processing documents involved in complex service discipline matters
- preparing legal documents to support complex legal matters
- preparing summaries of cases in complex legal matters
- providing appropriate support in complex service discipline matters
- undertaking analysis of information to determine status and value
- undertaking complex research to support instructing legal officer.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- complex legal practices and procedures
- criminal law matters and service discipline proceedings
- Defence Force Discipline Act (DFDA) and related legislation
- legal terminology relevant to simple and complex legal matters
- relationship between trials and tribunals, and potential impact on legal proceedings
- relevant legal practices and procedures
- relevant legal process, documents and exhibits, legislation and sections, and stages involved in the legal process
- summary hearing/court/tribunal processes and their relevance to paralegal operational procedures
- trials and service discipline proceedings, and their relevance to paralegal operational procedures.

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Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools and equipment currently used in industry
- applicable documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFDPL002 Provide high-level support on criminal law matters

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to provide paralegal support services within a Defence legal environment.

It includes planning and preparing to provide high-level support, clarifying complex legal issues and performing legal research. It also includes preparing complex documents and finalising criminal law matters.

This unit applies to Defence personnel who are required to provide paralegal support services.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work mostly independently while of a team, and perform routine and complex tasks. They would work with limited supervision, with identified approval authorities. They apply solutions to a variety of predictable and complex problems in familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Defence Paralegal Operations

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Plan and prepare to provide support**	**1.1** Receive criminal law matter task
		1.2 Analyse and identify legal issues for the task
2	**Clarify legal issues**	**2.1** Identify and clarify complex legal issues of task with instructing legal officer
		2.2 Obtain additional information as required to meet task requirements
		2.3 Outline legal limits of own responsibility clearly to stakeholders and establish mutual expectations in accordance with legal and organisational requirements
3	**Perform legal research**	**3.1** Identify requirements for researching the task
		3.2 Conduct legal research via multiple resources to complete task
		3.3 Analyse and document research outcomes
4	**Prepare documents**	**4.1** Prepare required documents for task under instruction from instructing legal officer
		4.2 Review documents for task with instructing legal officer and amend as required
5	**Finalise criminal law matter**	**5.1** Finalise legal documents in accordance with legal and organisational procedures
		5.2 Communicate outcomes to stakeholders as appropriate
		5.3 Update file notes and place outcomes on file in accordance with operating guidelines
		5.4 Store and secure file appropriately

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces but is not equivalent to DEFPL015 Provide high-level support on criminal law matters.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFDPL002 Provide high-level support on criminal law matters

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- analysing information to determine status and reliability
- assisting instructing legal officer to prepare for trial or service discipline proceedings
- communicating effectively and logically on legal matters
- following written and oral instructions to prepare effective briefs
- planning and preparing to provide support in criminal law matters
- preparing and processing documents involved in criminal law matters
- preparing legal documents in accordance with identified processes
- preparing summaries of cases in accordance with identified processes
- undertaking research to support instructing legal officer
- undertaking trial/tribunal and posttrial/tribunal administration.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- criminal law matters, administrative law matters and service discipline proceedings
- Defence Force Discipline Act (DFDA) and related legislation
- relationship between trials and tribunals and their impact
- relevant legal practices and procedures
- relevant legal process, documents and exhibits, legislation and sections, and stages involved in the legal process
- relevant legal terminology and its use in accordance with organisational procedures
- summary hearing/court/tribunal processes
- trials and service discipline proceedings.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of

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assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFDPL003 Provide high-level support on administrative law matters

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to provide high-level support on administrative law matters within a Defence legal environment.

It includes planning, preparing and clarifying complex legal issues, performing legal research and preparing complex legal documents.

This unit applies to Defence personnel who are required to provide highlevel paralegal support services.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work mostly independently while part of a team, and perform routine and complex tasks. They work with limited supervision, with identified approval authorities. They apply solutions to a variety of predictable and complex problems, in familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Defence Paralegal Operations

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Plan and prepare to provide high-level administrative support**	**1.1**	Receive administrative law task
		1.2	Analyse and identify complex legal issues for administrative law task
2	**Clarify legal issues**	**2.1**	Review and clarify complex legal issues of administrative law task with instructing legal officer
		2.2	Obtain additional information as required to meet task requirements
		2.3	Clearly outline paralegal legal limits of responsibility to stakeholders in accordance with legal and organisational procedures
3	**Perform legal research**	**3.1**	Conduct legal research for task as necessary
		3.2	Analyse and document research outcomes to meet task requirements
4	**Prepare legal documents**	**4.1**	Prepare required legal documents for task under instruction from instructing legal officer
		4.2	Review legal documents for task with instructing legal officer and amend, as required
5	**Finalise matter**	**5.1**	Finalise legal documents to meet legal and task requirements
		5.2	Communicate task outcomes to stakeholders, as required
		5.3	Update file notes and place outcomes on file in accordance with operating guidelines
		5.4	Appropriately store and secure file

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces but is not equivalent to DEFPL016 Provide high-level support on administrative law matters.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFDPL003 Provide high-level support on administrative law matters

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- communicating effectively on complex legal matters
- coordinating with instructing legal officer to prepare for complex trial or service discipline proceedings
- ensuring trial/tribunal and post-trial/tribunal administration is completed in accordance with legal and operational procedures
- implementing written and oral instructions to prepare effective complex briefs
- preparing and processing documents involved in complex administrative law matters
- preparing legal documents to support complex legal matters
- preparing summaries of cases in complex legal matters
- providing appropriate support in complex administrative law matters
- undertaking analysis of information to determine status and value
- undertaking complex research to support instructing legal officer.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- complex legal practices and procedures
- criminal, administrative law matters and service discipline proceedings
- Defence Force Discipline Act (DFDA) and related legislation
- legal terminology relevant to simple and complex legal matters
- relationship between trials and tribunals, and potential impact on legal proceedings
- relevant legal practices and procedures
- relevant legal process, documents and exhibits, legislation and sections, and stages involved in the legal process
- summary hearing/court/tribunal processes and their relevance to paralegal operational procedures
- trials and service discipline proceedings, and their relevance to paralegal operational procedures.

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Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools and equipment currently used in industry
- applicable documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFDPL004 Provide support in Defence administrative law matters

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to research and prepare documents in administrative law matters within a Defence legal environment.

It includes planning and preparing support and documents involved in administrative law matters. It also includes researching case history and assisting the instructing legal officer to prepare for administrative inquiry processes.

This unit applies to Defence personnel who provide services to support legal practitioners in administrative enquiries and processes under supervision. These services include processing documents and assisting in preparation for administrative inquiries.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work mostly independently while part of a team, and perform routine and complex tasks. They work with limited supervision, with identified approval authorities. They apply solutions to a variety of predictable and complex problems, in familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Defence Paralegal Operations

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Plan and prepare for the provision of support in administrative law	**1.1** Receive and act on instructions that require the provision of support in administrative law
	1.2 Analyse circumstances covered by the instruction and interpret issues
2 Prepare and process documents involved in administrative law matters	**2.1** Identify, prepare and process documents in accordance with legal practices and organisational procedures
	2.2 Prepare letters and other required documents and forward to instructing legal officer for review
	2.3 Identify, prepare and process documents for administrative inquiries and/or other relevant processes
	2.4 Review information with instructing legal officer and retrieve, copy and despatch identified documents in accordance with legal practices and organisational procedures
	2.5 Collect and archive post administrative inquiry documents in accordance with organisational procedures, as required
3 Assist instructing legal officer to prepare for administrative inquiries	**3.1** Identify different administrative inquiries and prepare appropriate files
	3.2 Discuss file with instructing legal officer and plan work in accordance with critical dates
	3.3 Canvass availability of legal officers and forward details to instructing legal officer to facilitate engagement that meets task requirements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of

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competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFPL017 Provide support in administrative law matters.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFDPL004 Provide support in Defence administrative law matters

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- analysing information to determine status and reliability
- assisting instructing legal officer to prepare for trial or service discipline proceedings
- communicating effectively and logically on legal matters
- implementing written and oral instructions to prepare effective briefs
- planning and preparing for the provision of support in administrative law matters
- preparing and processing documents involved in administrative law matters
- preparing legal documents in accordance with identified processes
- preparing summaries of cases in accordance with identified processes
- undertaking research to support instructing legal officer
- undertaking trial/tribunal and posttrial/tribunal administration.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- criminal law matters, administrative law matters and service discipline proceedings
- Defence Force Discipline Act (DFDA) and related legislation
- relationship between trials and tribunals and their impact
- relevant legal practices and procedures
- relevant legal process, documents and exhibits, legislation and sections, and stages involved in the legal process
- relevant legal terminology and its use in accordance with organisational procedures
- summary hearing/court/tribunal process
- trials and service discipline proceedings.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of

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assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFDPL005 Provide high-level support on operations law matters

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to provide high-level support on operations law matters within a Defence legal environment.

It includes planning and preparing for the provision of high-level support on operations law matters, analysing the circumstance surrounding a complex issue, conducting research, consulting legal officers and providing information.

This unit applies to Defence personnel who provide high-level support services to legal practitioners on operations law matters.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

The high-level support provided in this unit must be within the legal limit of the individual's responsibility.

Persons undertaking this unit work mostly independently while part of a team, and perform routine and complex tasks. They work with limited supervision, with identified approval authorities. They apply solutions to a variety of predictable and complex problems, in familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Defence Paralegal Operations

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Plan and prepare to provide high-level support on operations law matters	**1.1** Identify circumstances that require the provision of high-level support on operations law
	1.2 Analyse identified circumstances and interpret and clearly define issues
2 Receive enquiry	**2.1** Identify, analyse and clarify enquirer needs
	2.2 Clearly outline to enquirer, the paralegal legal limits of responsibility prior to imparting information, in accordance with organisational policy
	2.3 Identify enquiries outside area of own responsibility and seek assistance or refer enquiry to legal officer, as required
3 Provide information on operations law	**3.1** Record enquirer or event details and problem/s in accordance with organisational procedures
	3.2 Relay information as required, in accordance with organisational procedures
	3.3 Conduct research within scope of own paralegal legal responsibility
	3.4 Communicate information that can be disclosed and do not communicate non-disclosable information, particularly when there is doubt about the information's status
4 Consult legal officer to resolve issues	**4.1** Discuss issues with legal officer in accordance with legal practices and operational procedures
	4.2 Communicate issues to legal officer and discuss appropriate resolution/action in accordance with legal practices and operational procedures
	4.3 Complete agreed action/resolution in accordance with legal practices and operational procedures

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFPL018 Provide high-level support on operations law matters.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFDPL005 Provide high-level support on operations law matters

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- communicating effectively on complex legal matters
- coordinating with instructing legal officer to prepare for complex trial or service discipline proceedings
- ensuring trial/tribunal and post-trial/tribunal administration is completed in accordance with legal and operational procedures
- implementing written and oral instructions to prepare effective complex briefs
- preparing and processing documents involved in complex operations law matters
- preparing legal documents to support complex legal matters
- preparing summaries of cases in complex legal matters
- providing appropriate support for complex operations law matters
- undertaking analysis of information to determine status and value
- undertaking complex research to support instructing legal officer.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- complex legal practices and procedures
- criminal, operations law matters and service discipline proceedings
- Defence Force Discipline Act (DFDA) and related legislation
- legal terminology relevant to simple and complex legal matters
- relationship between trials and tribunals, and potential impacts on legal proceedings
- relevant legal practices and procedures
- relevant legal process, documents and exhibits, legislation and sections, and stages involved in the legal process
- rules of engagement
- summary hearing/court/tribunal processes and their relevance to paralegal operational procedures
- trials and service discipline proceedings and their relevance to paralegal operational

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procedures.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools and equipment currently used in industry
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFDPL006 Provide support in legal assistance matters

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to provide support in legal assistance matters within a Defence legal environment. This includes understanding public sector workplace requirements, tasks and processes.

It includes scoping support, preparing and processing documents, and performing legal research.

This unit applies to Defence personnel who are required to provide paralegal support services.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work mostly independently while part of a team, and perform routine and complex tasks. They work with limited supervision, with identified approval authorities. They apply solutions to a variety of predictable and complex problems, in familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Defence Paralegal Operations

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes.	demonstrate achievement of the element.
1 Scope the provision of paralegal support	**1.1** Receive legal assistance task from client or instructing legal officer
	1.2 Confirm purpose of client requirement
	1.3 Outline legal limits of own responsibility clearly to client and establish mutual expectations, in accordance with operating guidelines
2 Prepare and process documents	**2.1** Identify and prepare documents to meet task requirements
	2.2 Check incoming documents and contact sender where additional information is required
	2.3 Review documents with instructing legal officer
3 Perform legal research	**3.1** Use and retrieve precedents and case law in conjunction with instructing legal officer to complete task
	3.2 Maintain records of research outcomes in accordance with operating procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces but is not equivalent to DEFPL019 Provide support in legal assistance matters.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFDPL006 Provide support in legal assistance matters

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- analysing information to determine status and reliability
- assisting instructing legal officer to prepare for trial or service discipline proceedings
- communicating effectively and logically on legal matters
- implementing written and oral instructions to prepare effective briefs
- planning and preparing for the provision of support in legal assistance matters
- preparing and processing documents involved in legal assistance matters
- preparing legal documents in accordance with identified processes
- preparing summaries of cases in accordance with identified processes
- undertaking research to support instructing legal officer
- undertaking trial/tribunal and posttrial/tribunal administration.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- criminal law matters and service discipline proceedings
- Defence Force Discipline Act (DFDA) and related legislation
- relationship between trials and tribunals, and their impact
- relevant legal practices and procedures
- relevant legal process, documents and exhibits, legislation and sections, and stages involved in the legal process
- relevant legal terminology and its use in accordance with organisational procedures
- summary hearing/court/tribunal process
- trials and service discipline proceedings.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of

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assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools and equipment currently used in industry
- applicable documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFDPL007 Provide high-level support on legal assistance matters

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to provide high-level support on legal assistance matters within a Defence legal environment. This includes knowledge of Defence military law.

It includes planning and preparing to provide support, clarifying complex legal issues and performing legal research. It also includes preparing complex legal documents and finalising matters.

This unit applies to Defence personnel who are required to provide highlevel paralegal support services.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work mostly independently while part of a team, and perform routine and complex tasks. They work with limited supervision, with identified approval authorities. They apply solutions to a variety of predictable and complex problems, in familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Defence Paralegal Operations

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Plan and prepare to provide high-level support on legal assistance support**	**1.1**	Receive high-level task instructions
		1.2	Analyse task requirements and identify task legal issues
2	**Clarify legal issues**	**2.1**	Review and clarify task legal issues with instructing legal officer
		2.2	Obtain additional information as required to address task requirements
		2.3	Clearly outline paralegal legal limits of responsibility to stakeholders and establish clear responsibilities with client in accordance with operational procedures
3	**Perform legal research**	**3.1**	Conduct legal research to meet task requirements
		3.2	Analyse and document information gathered in accordance with task requirements
4	**Prepare legal documents**	**4.1**	Prepare required legal documents for task consultation with instructing legal officer
		4.2	Review prepared legal documents with instructing legal officer and amend as required
5	**Finalise matter**	**5.1**	Finalise legal documents in accordance with task and organisational requirements
		5.2	Communicate task outcomes to stakeholders, as required
		5.3	Update file notes and place outcomes on file in accordance with operating guidelines
		5.4	Appropriately store and secure task file

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces but is not equivalent to DEFPL020 Provide high-level support on legal assistance matters.

Links

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Assessment Requirements for DEFDPL007 Provide high-level support on legal assistance matters

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- communicating effectively on complex legal matters
- coordinating with instructing legal officer to prepare for complex trial or service discipline proceedings
- ensuring trial/tribunal and post-trial/tribunal administration is completed in accordance with legal and operational procedures
- implementing written and oral instructions to prepare effective complex briefs
- preparing and processing documents involved in complex criminal law matters
- preparing legal documents to support legal assistance matters
- preparing summaries of cases in complex legal matters
- providing appropriate support on complex legal assistance matters
- undertaking analysis of information to determine status and value
- undertaking complex research to support instructing legal officer.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- complex legal practices and procedures
- criminal law matters, legal assistance matters and service discipline proceedings
- Defence Force Discipline Act (DFDA) and related legislation
- legal terminology relevant to both simple and complex legal matters
- relationship between trials and tribunals, and potential impacts on legal proceedings
- relevant legal practices and procedures
- relevant legal process, documents and exhibits, legislation and sections, and stages involved in the legal process
- summary hearing/court/tribunal processes and their relevance to paralegal operational procedures
- trials and service discipline proceedings and their relevance to paralegal operational procedures.

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Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools and equipment currently used in industry
- applicable documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFDPL008 Obtain information from a client

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to obtain information from a client within a Defence legal environment. This includes understanding Defence military law and the impact on disciplinary issues.

It includes preparing background material, obtaining information from a client and finalising the matter.

This unit applies to Defence personnel who are required to provide paralegal support services.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently and as part of a team, and perform routine tasks. They work with direct supervision and apply known solutions to a variety of predictable problems.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Defence Paralegal Operations

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes.	demonstrate achievement of the element.
1 Prepare background material	**1.1** Clarify with instructing legal officer, nature of client needs and legal matter
	1.2 Review and analyse background material in accordance with task requirements
	1.3 Open new client/matter file in accordance with organisational legal procedures
2 Obtain client information	**2.1** Contact client to gather required information in accordance with organisational and legal procedures
	2.2 Outline legal limits of own responsibility clearly to client and establish mutual expectations in accordance with operational guidelines
	2.3 Use appropriate communication techniques to obtain required information from client
	2.4 Record client information in accordance with legal requirements and review with instructing legal officer
3 Finalise matter	**3.1** Advise client of outcome, in accordance with operational legal requirements
	3.2 Finalise documents in accordance with organisational procedures
	3.3 Appropriately store and secure relevant files in accordance with organisational procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

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Unit Mapping Information

This unit replaces but is not equivalent to DEFPL021 Obtain information from a client.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFDPL008 Obtain information from a client

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- analysing information to determine status and reliability
- assisting instructing legal officer to prepare for trial or service discipline proceedings
- communicating effectively and logically on legal matters
- implementing written and oral instructions to prepare effective briefs
- obtaining information from client
- planning and preparing for the provision of support
- preparing and processing background documents
- preparing legal documents in accordance with identified processes
- preparing summaries of cases in accordance with identified processes
- undertaking research to support instructing legal officer
- undertaking trial/tribunal and posttrial/tribunal administration.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- criminal law matters and service discipline proceedings/issues
- Defence Force Discipline Act (DFDA) and related legislation
- relationship between trials and tribunals, and their impact
- relevant legal practices and procedures
- relevant legal process, documents and exhibits, legislation and sections, and stages involved in the legal process
- relevant legal terminology and its use in accordance with organisational procedures
- summary hearing/court/tribunal process
- trials and service discipline proceedings.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include

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requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFDPL009 Manage and analyse a legal file

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to manage the conduct of a legal file under the instruction of a qualified legal practitioner.

It includes initiating preliminary file activities and carrying out a conflict of interest test to open a file. It also includes determining appropriate processes and steps to facilitate running a file, contacting relevant persons about the file, then facilitating file administration and closure.

This unit applies to Defence personnel who are required to provide paralegal support services.

All aspects of legal practice may be subject to a range of legislation, rules, regulations and/or codes of practice relevant to different job roles and jurisdictions.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit apply a well-established, sound, theoretical knowledge base in the provision of administrative support to legal professionals.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Defence Paralegal Operations

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Initiate preliminary file activities**	**1.1** Arrange a meeting with legal officer to discuss new file, and to plan and prioritise preliminary work
		1.2 Obtain details of legal matter from client in accordance with organisational procedures
		1.3 Clarify matter with legal officer and client, and document agreed mutual expectations
		1.4 Prepare initial file documentation in accordance with organisational procedures
2	**Carry out conflict of interest test**	**2.1** Carry out conflict of interest check in accordance with organisational and legal procedures
		2.2 Record on preliminary file notes, results of conflict of interest check and discuss and/or resolve any areas of potential conflict with legal officer
3	**Open file**	**3.1** Locate, access and extract relevant information for initiating files in accordance with organisational procedures
		3.2 Select and brief support staff to assist, in consultation with legal officer, as required
		3.3 Forward to client, on behalf of legal officer, confirmation of instructions, details of those working on the file, a summary of work to be performed and associated timelines, in accordance with organisational procedures
4	**Determine process and steps to facilitate running a file**	**4.1** Plan work, assign staff and allocate resources to tasks in conjunction with legal officer
		4.2 Obtain, prepare and submit relevant background information and submit documents to legal officer for checking
		4.3 Conduct research to identify and review relevant legislation and cases
		4.4 Outline relevant legal requirements clearly to client and answer or refer questions to legal officer for follow-up

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		4.5	Submit summary of future activities and preliminary work already performed to legal officer for sign-off and forward to client within agreed timelines
5	**Contact other persons about the file**	**5.1**	Contact and obtain statements from relevant people, as required
		5.2	Update file notes detailing all activities, actions and outcomes in accordance with organisational procedures
6	**Facilitate file administration and closure**	**6.1**	Package and disseminate file notes in accordance with organisational and legal procedures
		6.2	Close and archive file in accordance with organisational policies and procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFPL022 Run a file.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFDPL009 Manage and analyse a legal file

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- classifying and sorting information
- determining processes and steps to facilitate running a file
- opening a file for the legal matter at hand including:
  - assembling and evaluating background information and critical documents
  - carrying out conflict of interest test
  - communicating effectively on complex legal matters
  - coordinating with instructing legal officer to prepare for complex trial or service discipline proceedings
  - ensuring trial/tribunal and post-trial/tribunal administration is completed in accordance with legal and operational procedures
  - establishing timelines and criteria
  - implementing written and oral instructions to prepare effective complex briefs
  - initiating preliminary file activities
  - obtaining relevant documents
  - preparing and processing documents involved in complex criminal law matters
  - preparing legal documents to support complex legal matters
  - preparing summaries of cases in complex legal matters
  - providing appropriate support in complex criminal law matters
  - undertaking analysis of information to determine status and value
  - undertaking complex research to support instructing legal officer.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- client negotiation techniques
- complex legal practices and procedures
- conflict of interest test check procedure

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- criminal law matters and service discipline proceedings
- Defence Force Discipline Act (DFDA) and related legislation
- legal terminology relevant to simple and complex legal matters
- privacy principles
- relationship between trials and tribunals, and potential impact on legal proceedings
- relevant legal practices and procedures
- relevant legal process, documents and exhibits, legislation and sections, and stages involved in the legal process
- running a file procedures and required tasks
- summary hearing/court/tribunal processes and their relevance to paralegal operational procedures
- trials and service discipline proceedings and their relevance to paralegal operational procedures.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFDPL010 Provide support in service discipline law matters

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to provide support in service discipline law matters.

It includes planning and processing documents for the provision of support in service discipline law. It also includes researching case histories and assisting the instructing legal officer to prepare for trials and service discipline proceedings.

This unit applies to Defence personnel who, under supervision, provide services to support legal practitioners in service discipline law matters.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work mostly independently while part of a team, and perform routine and complex tasks. They work with limited supervision, with identified approval authorities. They apply solutions to a variety of predictable and complex problems in familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Defence Paralegal Operations

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Plan and prepare for the provision of support in service discipline law**	**1.1** Receive and act on instructions that require the provision of support in service discipline law matters
		1.2 Analyse circumstances, and interpret and clearly define discipline issues
2	**Prepare and process documents involved in service discipline law matters**	**2.1** Identify, prepare and process documents in accordance with legal practices and organisational procedures
		2.2 Despatch documents in accordance with legal practices and organisational procedures
		2.3 Check incoming documents for completeness and timely delivery, and contact sender where insufficient information is supplied or deadlines are not honoured
		2.4 Review requests for information with instructing legal officer
3	**Perform research to support instructing legal officer**	**3.1** Review files and determine search requirements in conjunction with instructing legal officer
		3.2 Retrieve and process relevant documents and exhibits in accordance with legal practices and organisational procedures
		3.3 Retrieve, research and review precedent and case law, and make summaries as required
		3.4 Forward summaries from research and review to instructing legal officer and present explanations, as required
4	**Conduct administration after matter**	**4.1** Conduct post-matter administration, as required, in accordance with organisational procedure
		4.2 Update and maintain legal records in relation to operational and legal requirements

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFPL023 Provide support in service discipline law matters.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFDPL010 Provide support in service discipline law matters

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- analysing information to determine status and reliability
- assisting instructing legal officer to prepare for trial or service discipline proceedings
- communicating effectively and logically on legal matters
- implementing written and oral instructions to prepare effective briefs
- planning and preparing for the provision of support in discipline law matters
- preparing and processing documents involved in discipline law matters
- preparing legal documents in accordance with identified processes
- preparing summaries of cases in accordance with identified processes
- undertaking research to support instructing legal officer
- undertaking trial/tribunal and posttrial/tribunal administration.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- criminal law matters and service discipline proceedings
- Defence Force Discipline Act (DFDA) and related legislation
- relationship between trials and tribunals and their impact
- relevant legal practices and procedures
- relevant legal process, documents and exhibits, legislation and sections, and stages involved in the legal process
- relevant legal terminology and its use in accordance with organisational procedures
- summary hearing/court/tribunal process
- trials and service discipline proceedings.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of

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assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools and equipment currently used in industry
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFDPL011 Provide support in criminal law matters

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to provide support in criminal law matters.

It includes planning and preparing for the provision of support in criminal law, documenting and researching case histories, and assisting instructing legal officer to prepare for criminal law matters and service discipline proceedings. It also includes assisting instructing legal officer to prepare for trial or service discipline proceedings, and conducting pre and post-trial/tribunal administration.

This unit applies to Defence personnel who are required to provide paralegal support services.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work mostly independently while part of a team, and perform routine and complex tasks. They work with limited supervision, with identified approval authorities. They apply solutions to a variety of predictable and complex problems, in familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Defence Paralegal Operations

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Plan and prepare for the provision of support in criminal law**	**1.1** Receive and act on instructions that require the provision of support in criminal law
		1.2 Analyse circumstances, and interpret and clearly define discipline issues
2	**Prepare and process documents involved in criminal law matters**	**2.1** Identify, prepare and process documents in accordance with legal practices and procedures
		2.2 Despatch documents in accordance with legal practices and procedures
		2.3 Check incoming documents for completeness and timely delivery, and contact sender where insufficient information is supplied or deadlines are not honoured
		2.4 Review requests for information with instructing legal officer and retrieve, copy and despatch identified documents in accordance with legal practices and procedures
3	**Perform research to support instructing legal officer**	**3.1** Review files and determine research requirements in conjunction with instructing legal officer
		3.2 Retrieve and process relevant documents and exhibits
		3.3 Retrieve, research and review precedent and case law, and make summaries as required
		3.4 Forward summaries from research and review to instructing legal officer and present explanations as required
4	**Assist instructing legal officer to prepare for trial or service discipline proceedings**	**4.1** Identify relevant trial/tribunal and prepare appropriate files
		4.2 Communicate to instructing legal officer, communications from client, police and other authorities, and details of client charge and bail status
		4.3 Discuss file with instructing legal officer, and plan and

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		diarise work
	4.4	Canvass availability of legal officers and forward details to instructing legal officer to facilitate engagement
	4.5	Contact opposing party's legal representative on behalf of instructing legal officer and exchange relevant information
	4.6	Prepare briefs for legal officers in conjunction with instructing legal officer and deliver brief as required
	4.7	Facilitate liaison and communication between instructing legal officer and relevant other parties
	4.8	Forward reminders of pending critical dates to relevant persons
5 Conduct trial/tribunal and post-trial/tribunal administration	**5.1**	Prepare/process relevant trial/tribunal administrative instruction
	5.2	Notify trial/tribunal participants of relevant details
	5.3	Notify court/tribunal relevant personnel
	5.4	Collect and archive, as required, post-trial/tribunal relevant documents, process outcomes, prepare accounts and notify relevant reviewing authority

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFPL024 Provide support in criminal law matters.

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Links

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Assessment Requirements for DEFDPL011 Provide support in criminal law matters

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- analysing information to determine status and reliability
- assisting instructing legal officer to prepare for trial or service discipline proceedings
- communicating effectively and logically on legal matters
- implementing written and oral instructions to prepare effective briefs
- planning and preparing for the provision of support in criminal law matters
- preparing and processing documents involved in criminal law matters
- preparing legal documents in accordance with identified processes
- preparing summaries of cases in accordance with identified processes
- undertaking research to support instructing legal officer
- undertaking trial/tribunal and posttrial/tribunal administration.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- criminal law matters and service discipline proceedings
- Defence Force Discipline Act (DFDA) and related legislation
- relationship between trials and tribunals, and their impact
- relevant legal practices and procedures
- relevant legal process, documents and exhibits, legislation and sections, and stages involved in the legal process
- relevant legal terminology and its use in accordance with organisational procedures
- summary hearing/court/tribunal process
- trials and service discipline proceedings.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of

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assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFDPL012 Work in a public service legal environment

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit describes the skills required to provide paralegal support services within a Defence legal environment. This includes understanding workplace requirements of the public sector and the tasks and processes required within this.

This unit applies to Defence personnel who are required to provide paralegal support services.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work both independently and as part of a team while performing routine tasks. They would work with direct supervision and apply known solutions to a variety of predictable problems.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Defence Paralegal Operations

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Provide legal support**	**1.1**	Keep paperwork up to date and report on the progress of matter to stakeholders under guidance of the instructing legal officer
		1.2	Conflicts of interest or potential conflict of interest for the matter are checked and referred to the instructing legal officer
		1.3	Treat clients and colleagues with respect and behave with honesty and integrity at all times
		1.4	Ensure all files are appropriately stored and secured
2	**Maintain confidentiality**	**2.1**	Ensure information is protected
		2.2	Use discretion and judgement in all communication
		2.3	Ensure that legal matters are only discussed within the confines of the practice and with appropriate personnel
3	**Use appropriate legal terminology in all communication**	**3.1**	Use appropriate legal terminology in all communication
		3.2	Spell and pronounce legal terminology correctly and in the appropriate context when completing work tasks

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFDPL012 Work in a public service legal environment

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- analysing information to determine status and reliability
- assisting instructing legal officer to prepare for trial and service discipline proceedings
- communicating effectively and logically on legal matters
- effectively following written and oral instructions in the preparation of briefs
- planning and preparing for the provision of support in criminal law matters
- preparing and processing documents involved in criminal law matters
- preparing legal documents in accordance with identified processes
- preparing summaries of cases in accordance with identified processes undertaking trial/tribunal and post trial/tribunal administration
- undertaking research to support instructing legal officer.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- criminal law matters and service discipline proceedings
- Defence Force Discipline Act (DFDA) and related legislation
- relationship between trials and tribunals and their impacts
- relevant legal practices and procedures
- relevant legal process, documents and exhibits, legislation and sections, and stages involved in the legal process
- relevant legal terminology and its use in accordance with organisation procedures
- relevant legislation and policies, which must include one or more of the following:
  - Defence Security Manual (DSM)
  - Privacy Act
  - Archives Act
  - Defence Records Management Policy Manual (POLMAN)
  - work health safety (WHS) legislation

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  - Public Governance and Accountability (PGPA) legislation
- the Australian Public Service values and code of conduct
- the summary hearing/court/tribunal process
- trials and service discipline proceedings.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- acceptable means of simulated assessment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFDPL013 Conduct legal research

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit applies to Defence personnel who are required to provide paralegal support services.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work both independently and as part of a team while performing routine tasks. They would work with direct supervision and apply known solutions to a variety of predictable problems.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Defence Paralegal Operations

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Define legal issues	**1.1** Analyse information to determine factual situation
	1.2 Evaluate information to identify legal issues requiring research

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2	**Undertake research**	**2.1**	Define search parameters to narrow the scope of enquiry
		2.2	Identify sources of law to address the identified legal issue
		2.3	Develop research strategies based on subject, case, legislation, instrument and other relevant search terms
		2.4	Implement research strategies to locate sources of law
3	**Identify legal principles**	**3.1**	Interpret sources of law to facilitate critical analysis
		3.2	Analyse sources of law to critically determine the legal precent and determine application to the legal issue
		3.3	Formulate response to the legal issue based on research
		3.4	Communicate responses to inform stakeholders

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFDPL013 Conduct legal research

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- analysing information to determine status and reliability
- assisting instructing legal officer to prepare for trial and service discipline proceedings
- communicating effectively and logically on legal matters
- effectively following written and oral instructions in the preparation of briefs
- planning and preparing for the provision of support in criminal law matters
- preparing and processing documents involved in criminal law matters
- preparing legal documents in accordance with identified processes
- preparing summaries of cases in accordance with identified processes undertaking trial/tribunal and post-trial/tribunal administration
- undertaking research to support instructing legal officer.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- criminal law matters and service discipline proceedings
- relationship between trials and tribunals and their impacts
- relevant legal practices and procedures
- relevant legal process, documents and exhibits, legislation and sections, and stages involved in the legal process
- relevant legal terminology and its use in accordance with organisation procedures
- relevant legislation and policies, which must include one or more of the following:
  - Defence Force Discipline Act (DFDA) and related legislation
  - Defence Security Manual (DSM)
  - Privacy Act
  - Archives Act
  - Defence Records Management Policy Manual (POLMAN)
  - work health safety (WHS) legislation

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  - Public Governance and Accountability (PGPA) legislation
- the Australian Public Service values and code of conduct
- the summary hearing/court/tribunal process
- trials and service discipline proceedings.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- acceptable means of simulated assessment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFDPL014 Address complex legal and ethical issues in a Defence environment

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit describes the skills required to effectively manage complex legal and ethical issues in a Defence environment. This unit applies to those working within a Defence legal environment, where they are required to manage complex legal and ethical issues.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work mostly independently whilst part of a team, performing routine and complex tasks. They would work with limited supervision, with identified approval authorities. They apply solutions to a variety of predictable and complex problems, in both familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Defence Paralegal Operations

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Perform within legal and ethical parameters of a Defence environment**	**1.1**	Apply a clear understanding of required guidelines and legislation as they impact on a Defence legal environment
		1.2	Address the implications of guidelines and legislation
		1.3	Handle client complaints sensitively and in accordance with identified guidelines
		1.4	Handle all requests for client information in accordance with identified guidelines
2	**Apply an understanding of the legal framework**	**2.1**	Work with an understanding of how the law operates in a Defence environment with regard to legal processes, principles and penalties
		2.2	Accurately apply concepts of negligence, duty of care and vicarious liability to a Defence environment
		2.3	Apply a clear understanding of the requirement to obtain consent for treatment
		2.4	Accurately use common legal terms associated with a Defence legal environment
		2.5	Apply the legal requirements and expectations in relation to documented records and reports in a Defence environment
		2.6	Apply mandatory reporting processes in line with jurisdictional requirements
		2.7	Accurately apply client privacy and confidentiality practices
3	**Identify legal principles**	**3.1**	Interpret sources of law to facilitate critical analysis
		3.2	Analyse sources of law critically to determine the legal precedent and determine application to the legal issue
		3.3	Formulate response to the legal issue based on research
		3.4	Communicate responses to inform stakeholders
		3.5	Develop and implement strategies to resolve ethical issues within a Defence environment
		3.6	Take responsibility for addressing ethical issues and legal requirements in line with own work

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	3.7	Complete all documentation in accordance with identified guidelines
	3.8	Monitor compliance with legal obligations and requirements
4 Support the rights, interests and needs of clients	**4.1**	Comply with legal responsibilities and duty of care in all interactions with clients
	4.2	Support client rights, interests and decisions
	4.3	Encourage the client to exercise their rights to make informed decisions regarding their care
	4.4	Demonstrate respect and support for the dignity of clients
	4.5	Act as an advocate for client in line with identified guidelines and practices within a Defence environment

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFDPL014 Address complex legal and ethical issues in a Defence environment

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying ethical principles to a Defence environment, including the accurate use of
  - theoretical concepts informing ethical conduct
  - distinction between ethical and legal problems
- applying problem-solving skills including negotiation and mediation skills, to resolve problems of a difficult nature in a Defence legal environment
- contributing to resolving and dealing with legal and ethical issues arising in the workplace
- demonstrating the identification of common legal issues relevant to the Defence environment
- providing information as required to enhance the application of legal and ethical work practices in Defence
- using appropriate systems for documentation and management of legal records.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- applying a knowledge of legal and ethical standards, responsibilities and issues relevant to a Defence legal environment
- relevant legislation and policies, which must include one or more of the following:
  - Defence Force Discipline Act (DFDA) and related legislation
  - Defence Security Manual (DSM)
  - Privacy Act
  - Archives Act
  - Defence Records Management Policy Manual (POLMAN)
  - work health safety (WHS) legislation
  - Public Governance and Accountability (PGPA) legislation
- the principles of confidentiality and privacy responsibilities.

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Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- acceptable means of simulated assessment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEAP001 Use an enterprise architecture framework

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to create the required views for an enterprise architecture framework to permit its implementation by various elements of the organisation.

It includes creating common operational systems and technical views for a specific business architecture.

This unit applies to persons working in an enterprise architecture practice for Defence but may be applicable to anyone in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work autonomously and perform sophisticated tasks in familiar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Enterprise Architecture Practice

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes.	demonstrate achievement of the element.
1 Create common views for a specific business architecture	**1.1** Identify and summarise relevant information for a specific business architecture
	1.2 Prepare an architecture compliance statement
	1.3 Prepare a capability maturity profile in consultation with stakeholders
2 Create operational views for a specific business architecture	**2.1** Develop descriptions for a high-level operational concept and operational node connectivity
	2.2 Prepare an operational information exchange matrix
	2.3 Prepare a command relationship chart and obtain stakeholder agreement
	2.4 Model business activities, relationships between activities, inputs and outputs
	2.5 Develop the business activity sequence and timing in accordance with organisational requirements and critical timings
	2.6 Develop a logical data model of the business activity and obtain stakeholder agreement
3 Create systems views for a specific business architecture	**3.1** Prepare systems descriptions and matrices, and obtain stakeholder agreement, as required
	3.2 Prepare systems technology forecast and obtain agreement
	3.3 Model systems rules for the business architecture
	3.4 Model the physical implementation of the logical data model of the business activity to capture systems requirements
	3.5 Implement the logical data model of the business activity and demonstrate it to capture systems requirements
4 Create technical views for a specific business architecture	**4.1** Create a technical systems profile, and gauge support levels required for the development of the intended system in consultation with stakeholders

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4.2 Develop an information technology strategy for intended system development

4.3 Derive enterprise information technology performance requirements from enterprise business requirements to allow standards, configurations and product development

4.4 Create a technology standards description/forecast in accordance with business guidelines

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFEA001 Use an enterprise architecture framework.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEAP001 Use an enterprise architecture framework

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least three occasions with extensive reference to representative stakeholders and include:

- applying organisational policies and procedures
- conducting enterprise systems analysis, design, planning and implementation, using a holistic approach at all times, for the successful development and execution of strategy
- creating and documenting the required enterprise architecture using agreed set of enterprise architecture tools
- interpreting systems and subsystem requirements
- modelling enterprise architecture that complies with regulations and standards
- reading and interpreting information technology drawings and symbols, including command relationship chart
- undertaking technical writing
- using effective communication with diverse stakeholders
- using enterprise architecture software and hardware.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- capability maturity profile
- enterprise architecture that complies with regulations and standards
- information technology drawings and symbols, including command relationship chart and relevant stakeholders
- logical data model
- organisational policies and procedures relevant to enterprise architecture practice
- operational concept and operational node connectivity
- systems descriptions, including systems and subsystem requirements
- systems matrices and must include one or more of the following:
  - operation activity to systems function traceability matrix
  - systems information exchange matrix

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- systems performance parameters matrix
- systems to systems matrix.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations that capture the range of situations likely to be encountered when using an enterprise architecture framework
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- relevant and appropriate legislation, policy, procedures and protocols relating to enterprise architecture
- capacity for monitoring and sampling over an extended period with extensive reference to representatives
- applicable documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEAP002 Demonstrate compliance with an enterprise architecture framework

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to use a compliance matrix to demonstrate that an organisation is operating within an established enterprise architecture framework.

It includes measuring conformity with the framework, verifying compliance, and acting on compliance results.

This unit applies to those working in an enterprise architecture practice for Defence but may be applicable to anyone in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work autonomously and perform sophisticated tasks in familiar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Enterprise Architecture Practice

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes.	demonstrate achievement of the element.
1 Measure conformity with enterprise architecture framework	**1.1** Apply compliance business process
	1.2 Use compliance matrix to measure conformity with established enterprise architecture framework
	1.3 Assist staff to complete matrix in accordance with operational requirements
	1.4 Resolve emerging difficulties
2 Verify compliance	**2.1** Map compliance matrix results against enterprise architecture framework
	2.2 Analyse and verify degree of compliance with enterprise architecture framework
	2.3 Identify and document areas of non-compliance
3 Act on compliance results	**3.1** Prepare compliance documentation in accordance with organisational procedures
	3.2 Report results of compliance matrix audit
	3.3 Prepare and present recommendations to improve compliance

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFEA002 Demonstrate compliance with an enterprise architecture framework.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEAP002 Demonstrate compliance with an enterprise architecture framework

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least two occasions and include:

- applying information management relating to enterprise architecture
- applying legislation, regulations, policies and procedures relating to enterprise architecture
- demonstrating compliance with enterprise architecture framework
- reporting on compliance requiring clear well-supported recommendations
- undertaking analysis in the context of enterprise architecture.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- critical points and criteria for compliance
- equal employment opportunity, equity and diversity principles
- legislation, regulations, policies, procedures and guidelines relating to enterprise architecture, including work health and safety legislation
- principles of process auditing
- relevant business processes including:
  - applications
  - data
  - information
  - information technology
  - infrastructure
  - management
  - security
  - technology
- scope and structure of organisation’s enterprise architecture framework.

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Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and workplace scenarios that capture the range of situations likely to be encountered when demonstrating compliance with an enterprise architecture framework
- relevant and appropriate legislation, policy, procedures and protocols relating to enterprise architecture currently used in industry
- capacity for extended observation of the compliance verification process
- applicable documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEAP003 Use enterprise architecture tools

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to use agreed organisational enterprise architecture tools to permit the implementation of the enterprise architecture by various elements of the organisation.

It includes operating software to use operational, systems and technical tools.

This unit applies to those working in an enterprise architecture practice for Defence but may be applicable to anyone in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work autonomously and perform sophisticated tasks in familiar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Enterprise Architecture Practice

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Operate enterprise architecture software tools**	**1.1**	Select and use enterprise architecture software tools in accordance with organisational procedures
		1.2	Use enterprise information technology support system, as required
2	**Use enterprise architecture operational tools**	**2.1**	Prepare descriptions for high-level operational concepts and operational node connectivity
		2.2	Prepare operational information exchange matrices
		2.3	Prepare and seek agreement about command relationship chart
		2.4	Model business activities, relationships between activities, inputs and outputs
		2.5	Prepare business activity sequences and timings in accordance with organisational business rules, business activity reforms and critical sequences
		2.6	Prepare a logical data model of business activity for stakeholder submission
3	**Use enterprise architecture systems tools**	**3.1**	Prepare systems descriptions and systems technology forecast, and obtain agreement from stakeholders
		3.2	Develop systems matrices to meet project requirements and obtain agreement from stakeholders, as required
		3.3	Model systems rules for the business architecture
		3.4	Implement the logical data model of the business activity and undertake demonstrations to capture systems requirements, as required
4	**Use enterprise architecture technical tools**	**4.1**	Create a technical systems profile, and gauge support levels required for the development of the intended system in consultation with stakeholders
		4.2	Develop an information technology strategy for intended systems development
		4.3	Derive enterprise information technology performance requirements to allow standards, configurations and products relevant to the intended systems development

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4.4 Create a technology standards report in accordance with operational procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFEA003 Use enterprise architecture tools.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEAP003 Use enterprise architecture tools

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least three occasions and include:

- applying organisational policies and procedures
- applying systems analysis
- creating and documenting the required enterprise architecture using the agreed set of enterprise architecture tools
- undertaking technical writing
- using effective communication with diverse stakeholders, including negotiation
- using enterprise architecture tools.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- critical points and criteria for compliance
- information technology strategy including the likely impact on the development of the intended system
- legislation, regulations, policies, procedures and guidelines relating to enterprise architecture, and the public sector work environment
- relevant stakeholders
- scope and structure of organisation’s enterprise architecture framework
- relevant systems descriptions and matrices.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

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Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and workplace scenarios that capture the range of situations likely to be encountered when using enterprise architecture tools
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- relevant and appropriate legislation, policy, procedures and protocols relating to enterprise architecture
- capacity for monitoring and sampling over an extended period with extensive reference to representatives
- applicable documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEVL001 Develop an evaluation program

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEV501 Develop an evaluation program. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • All PC revised in element 3

Application

This unit describes the skills required to develop an evaluation program for an organisation. It includes defining terms of reference and context; identifying key stages and outcomes; assessing and defining data management requirements and identifying the resources needed to undertake the program.

This unit applies to those responsible for the design and development of an evaluation and reporting strategy to measure performance and the value of investment decisions.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously while performing complex tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Evaluation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Define terms of reference & evaluation context	1.1 Identify and clarify the outcomes sought, who will use the information and for what purpose. 1.2 Identify the key stakeholders who will be consulted. 1.3 Select evaluation and monitoring methods which are suitable to the size and significance of the program, and the terms of reference. 1.4 Complete a review of existing evidence and literature relevant to the proposed evaluation. 1.5 Develop an evaluation methodology that supports broader management targets, standards, and outputs.
2. Identify the key stages and outcomes of the program	2.1 Define key stages, milestones and timeframe. 2.2 Communicate with clients and stakeholders the details of the program and delivery timeline for endorsement. 2.3 Identify potential risks which may impact on the proposed program. 2.4 Refine targets and objectives as required.
3. Define reporting and record keeping requirements for data management	3.1 Identify data collection, management and reporting requirements to meet the objectives of the program. 3.2 Identify existing data sets that may be accessed for the program. 3.3 Design data collection protocols to meet relevant standards and required formats. 3.4 Store data to ensure security and appropriate access taking into account required formats. 3.5 Identify the information products required taking into account clients and stakeholders' needs and use. 3.6 Produce reports to suit program audience types.
4. Identify the resources needed to implement the program	4.1 Identify the personnel and skills required to implement the monitoring and evaluation program. 4.2 Assess the material resources required to undertake the work. 4.3 Determine the cost of the program and develop a budget.

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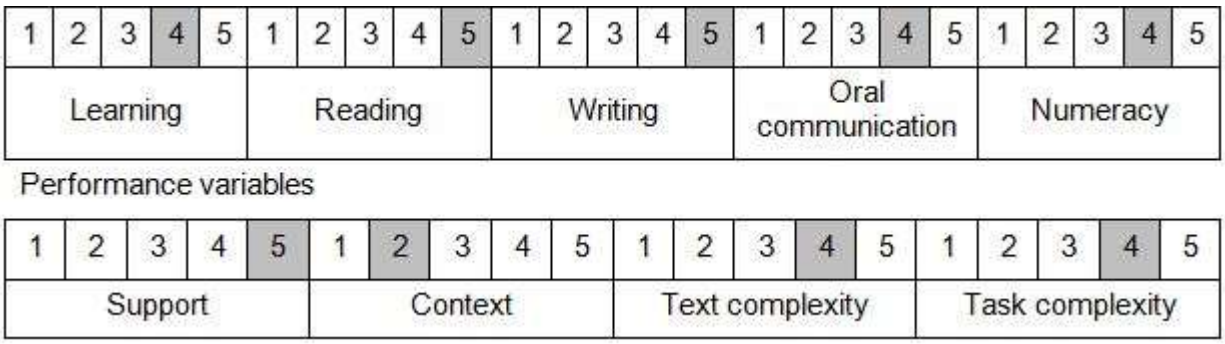
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEV501 Develop an evaluation program.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEVL001 Develop an evaluation program

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- scoping and reviewing a program
- collecting and managing data
- budgeting and identifying program costs
- planning evaluation programs
- using literacy skills to fulfil job roles as required by the organisation
- reading and understanding documentation
- completing written reports
- using oral communication skills/language competence to fulfil the job role
- questioning
- active listening
- asking for clarification
- negotiating solutions
- responding to a range of views
- using numeracy skills to estimate, calculate and record complex workplace measures
- using interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities
- defining terms of reference and context
- identifying key stages and outcomes
- assessing and defining data management requirements
- identifying the resources needed to undertake the program

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Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- program design considerations (cost, equality, technically valid, ethics)
- quantitative and qualitative methods for monitoring and evaluation
- data management

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEVL002 Evaluate and report collected information

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEV502 Evaluate and report collected information. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC added in element 2

Application

This unit describes the skills required to apply diagnostic and mathematical skills to determine validity and appropriateness of collected data.

This unit applies to those working on evaluation programs.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously while performing complex tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Evaluation

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Elements and Performance Criteria

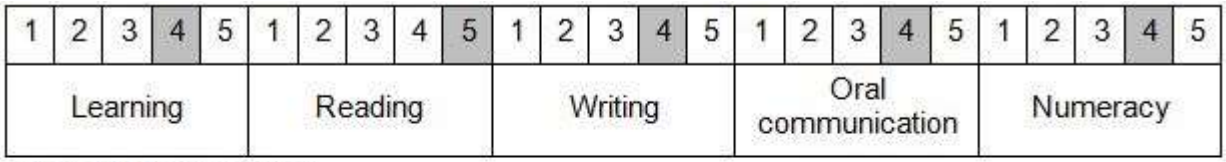
ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Determine whether data is covered by scope of program	1.1 Collect evidence, facts and information. 1.2 Review evaluation terms of reference and conditions to determine whether data/information falls within project scope.
2. Apply and analyse established data	2.1 Assess validity of data/information. 2.2 Apply analysis techniques to assess data. 2.3 Identify trends and anomalies. 2.4 Document data analysis techniques and procedures. 2.5 Make recommendations on areas of possible improvement.
3. Record data analysis	3.1 Record findings. 3.2 Analyse recommendations for action to ensure they are compatible with the project's scope and terms of reference. 3.3 Analyse interim and final reports and compare outcomes to the criteria established at the outset. 3.4 Report findings to stakeholders.

Foundation Skills

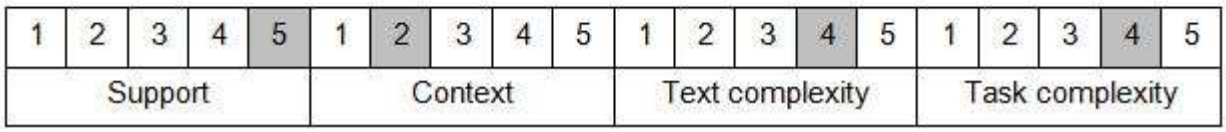
FOUNDATION SKILLS

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Performance variables



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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEV502 Evaluate and report collected information.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEVL002 Evaluate and report collected information

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- paying attention to detail
- communicating facts in a fluent, clear manner
- researching information
- gathering, measuring and managing data
- planning and analysing
- negotiating and problem solving
- using a range of communication styles for communicating with different audiences and purposes
- applying sustainability principles

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisational protocols relating to client liaison
- confidentiality
- accuracy
- business mathematics and statistics
- data analysis techniques/procedures
- reporting requirements to a range of audiences
- legislation, policy and procedures relating to the conduct of evaluations

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- organisational values, ethics and codes of conduct

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEVL003 Maintain and enhance professional practice

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEV503 Maintain and enhance professional practice. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to manage personal professional performance and to take responsibility for professional development in relation to the provision of evaluation services.

This unit applies to those working in an evaluation environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously while performing complex tasks in a familiar context

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Evaluation

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Model high standards of performance	1.1 Incorporate individual responsibilities and accountabilities into personal work plans. 1.2 Model professional techniques and strategies. 1.3 Apply ethical and inclusive practices in professional practice.
2. Determine personal development needs	2.1 Assess own knowledge and skills against relevant benchmarks to determine development needs and priorities. 2.2 Seek input from other relevant personnel about own development needs and priorities. 2.3 Identify ways to update and maintain currency of evaluation practices and prepare a vocational training plan. 2.4 Combine vocational training plan and personal development objectives into an overall professional development plan.
3. Participate in professional development activities	3.1 Select and implement development opportunities to support continuous learning and maintain currency of professional practice. 3.2 Participate in professional networks to support continuous learning and maintain currency of professional practice. 3.3 Engage in processes which include observing peers and providing them with feedback. 3.4 Invite peers and others to observe and provide feedback on own practices. 3.5 Use technology to maintain regular communication with relevant networks, organisations and individuals.
4. Reflect on and evaluate professional practice	4.1 Research developments and trends impacting on professional practice and integrate information into work performance. 4.2 Use feedback from colleagues and clients to identify and introduce improvements in work performance. 4.3 Document professional development activities, learning and planned changes in behaviours.

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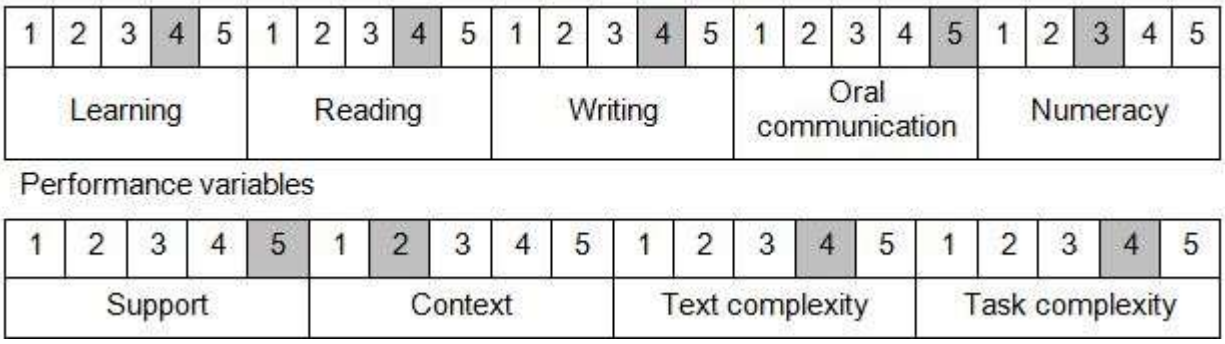
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEV503 Maintain and enhance professional practice.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEVL003 Maintain and enhance professional practice

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- participating in professional networks
- consulting with colleagues and clients
- demonstrating interpersonal skills
- engaging with peers professionally to give and receive feedback
- making informed decisions and recommendations
- completing and maintaining records related to professional development
- evaluating personal work practices to improve performance or understanding
- keeping up with trends, changes and developments in own area of speciality
- analysing and identifying opportunities to improve training and assessment practices
- demonstrating time management skills
- contributing to own professional development plan
- networking and using technology to gain information and other support
- participating in professional development activities

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisational goals and objectives
- organisational processes, procedures and opportunities relating to professional development

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- continuous improvement techniques and processes and their application
- social and education trends and changes impacting on the evaluation environment, including:
  - policy changes
  - technological changes
  - cultural changes
  - economic changes
- networks relevant to professional practice
- ethical and inclusive principles and practices associated with assessment of competence
- types and availability of development activities and opportunities

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEVL004 Evaluate a training and assessment system

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to evaluate an external or internal training and assessment system.

This unit applies to those who have responsibility for evaluating training and assessment strategies of an organisation.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously while performing complex tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Evaluation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.

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1. Plan a system evaluation	1.1 Identify and confirm the purpose and role of the evaluation with client and stakeholders. 1.2 Define the system in terms of location, purpose, and personnel. 1.3 Identify and prioritise the needs of the stakeholders of the system. 1.4 Identify, obtain and develop the necessary evaluation resources. 1.5 Validate the evaluation plan with stakeholders including: • methodology • responsibility of appropriate personnel for conducting and participating in evaluations • criteria • responsibilities for implementation of the evaluation plans • means of protection of participants • agreement for data collection, storage and retrieval • procedures for editing and disseminating reports • agreement of the financing 1.6 Establish the evidence required for making decisions of system improvement. 1.7 Identify, develop and assess validity and reliability of evidence gathering instruments, procedures and sources of information. 1.8 Link cost effective methods utilising an appropriate evaluation model to the purpose of the evaluation.
2. Conduct the evaluation	2.1 Collect evidence in accordance with agreed evaluation procedures. 2.2 Identify and record potentially useful information which is not identified in the evaluation plan. 2.3 Collate and process data relevant to the evaluation. 2.4 Interpret evidence at the individual and aggregate levels and identify strengths and weaknesses of the system.
3. Report on evaluation findings	3.1 Document issues and conclusions arising from the analysis conducted. 3.2 Make recommendations to stakeholders on areas of possible improvement. 3.3 Discuss preliminary findings with stakeholders. 3.4 Prepare a range of reports to meet the differing needs of stakeholders.

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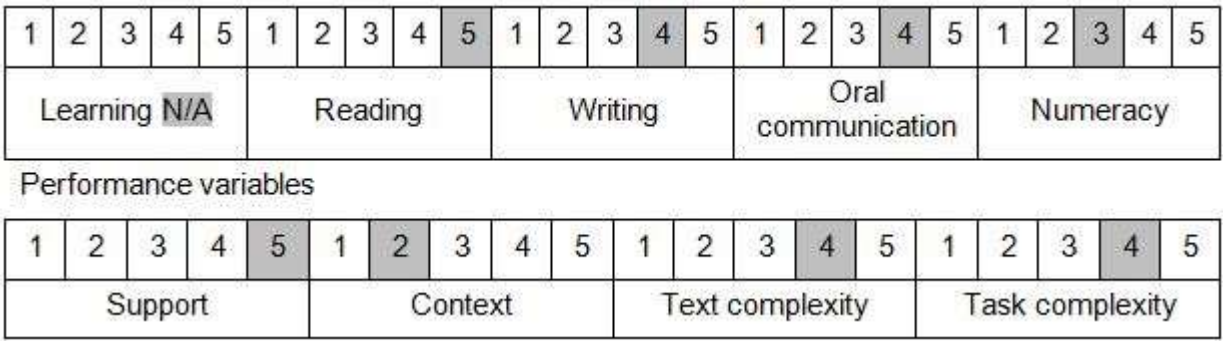
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEVL004 Evaluate a training and assessment system

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- evaluating information management systems, policies and procedures of an organisation
- selecting relevant evaluation information and documentation
- accessing and interpreting the organisation's standards and values
- analysing records/notes of the evaluation process
- explaining the evaluation process
- giving clear and precise instructions and advice
- discussing the evaluation process with other relevant people
- seeking information relevant to the evaluation
- discussing the evaluation outcome with the stakeholders
- interpreting training program requirements
- developing resources to support the evaluation process
- communicating with key stakeholders
- producing and maintaining documentation
- planning projects, work programs
- coordinating the work of self and others
- investigating training and workforce data
- determining and implementing improvement
- writing evaluation reports

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- program design considerations (cost, equality, technically valid, ethics)

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- quantitative and qualitative methods for monitoring and evaluation
- data management
- Training Packages and accredited courses, and what comprises quality training and assessment services
- how training and/or assessment organisations operate
- terminology relating to quality evaluation processes
- evaluation models/methods
- records management systems of the organisation
- relevant policy, legislation, codes of practice and national standards, including Commonwealth and state/territory legislation
- vocational education and training systems
- WHS relating to planning and conducting an evaluation
- vocational education regulations

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEVL005 Evaluate a community based program

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to evaluate an external or internal community based program.

This unit applies to those who have responsibility for evaluating community based programs of an organisation.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously while performing complex tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Evaluation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Monitor	1.1 Monitor program activities to ensure they are delivered in

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performance of a community based program	accordance with contract and/or Service Level Agreement. 1.2 Review results of monitoring regularly.
2. Plan an evaluation	2.1 Identify and confirm the purpose and role of the evaluation. 2.2 Identify and prioritise the needs of the stakeholders of the program. 2.3 Identify, obtain and develop the necessary evaluation resources. 2.4 Validate the evaluation plan with stakeholders including: • methodology • responsibility of appropriate personnel for conducting and participating in evaluations • criteria • responsibilities for implementation of the evaluation plans • means of protection of participants • agreement for data collection, storage and retrieval • procedures for editing and disseminating reports • agreement of the financing 2.5 Identify, develop and assess validity and reliability of evidence gathering instruments, procedures and sources of information.
3. Conduct the evaluation	3.1 Collect evidence in accordance with agreed evaluation plan. 3.2 Identify and record potentially useful information which is not identified in the evaluation plan. 3.3 Collate and process data relevant to the evaluation.
4. Report on evaluation findings	4.1 Document issues and conclusions arising from the analysis conducted. 4.2 Make recommendations to stakeholders on areas of possible improvement. 4.3 Discuss preliminary findings with stakeholders. 4.4 Prepare a range of reports to meet the differing needs of stakeholders.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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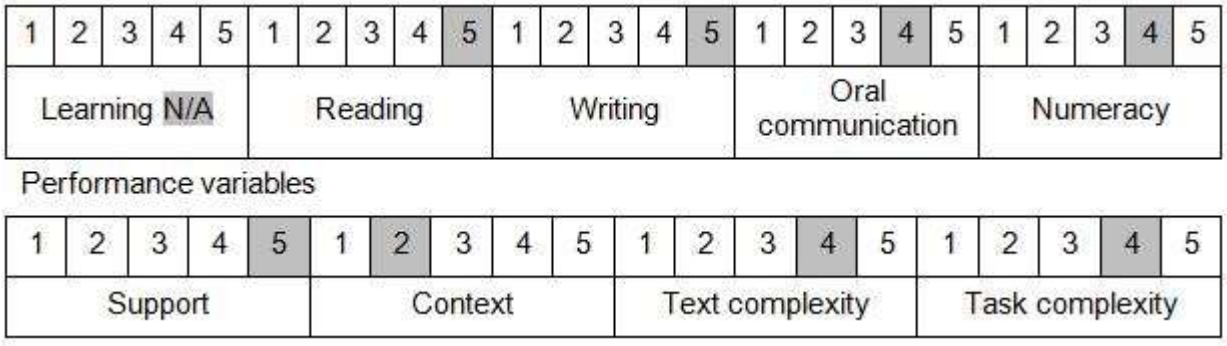
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEVL005 Evaluate a community based program

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- selecting relevant evaluation information and documentation
- accessing and interpreting the organisation's standards and values
- analysing records/notes of the evaluation process
- explaining the evaluation process
- giving clear and precise instructions and advice
- discussing the evaluation process with other relevant people
- seeking information relevant to the evaluation
- discussing the evaluation outcome with the stakeholders
- interpreting contract requirements
- developing resources to support the evaluation process
- communicating with key stakeholders
- producing and maintaining documentation
- planning projects, work programs
- coordinating the work of self and others
- investigating training and workforce data
- determining and implementing improvement
- writing evaluation reports

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- access and equity issues of community based population

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- quantitative and qualitative methods for monitoring and evaluation
- data management
- what comprises quality community based services
- how community based organisations operate
- terminology relating to quality evaluation processes
- evaluation models/methods
- evidence-based practice
- records management systems of the organisation
- relevant policy, legislation, codes of practice and national standards, including Commonwealth and state/territory legislation
- WHS relating to planning and conducting an evaluation

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEVL006 Evaluate business performance

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to evaluate the performance of an organisation's business operations.

This unit applies to those who have responsibility for evaluating the business performance of an organisation.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously while performing complex tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Evaluation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan an	1.1 Identify and confirm the purpose of the evaluation with client and

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evaluation	stakeholders. 1.2 Identify and prioritise the needs of the stakeholders. 1.3 Identify, obtain and develop the necessary resources. 1.4 Validate the evaluation plan with stakeholders including: • methodology • responsibility of appropriate personnel for conducting and participating in evaluations • performance indicators • agreement for data collection, storage and retrieval • procedures for editing and disseminating reports • agreement of the financing 1.5 Identify, develop and assess validity and reliability of evidence gathering instruments, procedures and sources of information. 1.6 Link cost effective methods utilising an appropriate evaluation model to the purpose of the evaluation.
2. Develop performance indicators	2.1 Develop performance indicators that link programs, processes and resource use to organisational strategic objectives and/or environmental factors. 2.2 Develop performance indicators using processes that are planned, inclusive and realistic within available time frames and resources.
3. Conduct the evaluation	3.1 Gather and analyse program and organisational data to identify past, current and future performance. 3.2 Identify and record potentially useful information which is not identified in the evaluation plan. 3.3 Collate and process data relevant to the evaluation. 3.4 Research and evaluate variations from targets and divergences from trends to determine margins of error and/or repeating patterns. 3.5 Assess trends in performance in terms of organisational short and long term objectives.
4. Identify options for improvement	4.1 Identify factors inhibiting performance. 4.2 Review organisational program to include factors that promote performance in line with available resources.
5. Report on evaluation findings	5.1 Document issues and conclusions arising from the analysis conducted. 5.2 Make recommendations to stakeholders on areas of possible improvement. 5.3 Discuss preliminary findings with stakeholders. 5.4 Prepare a range of reports to meet the differing needs of stakeholders.

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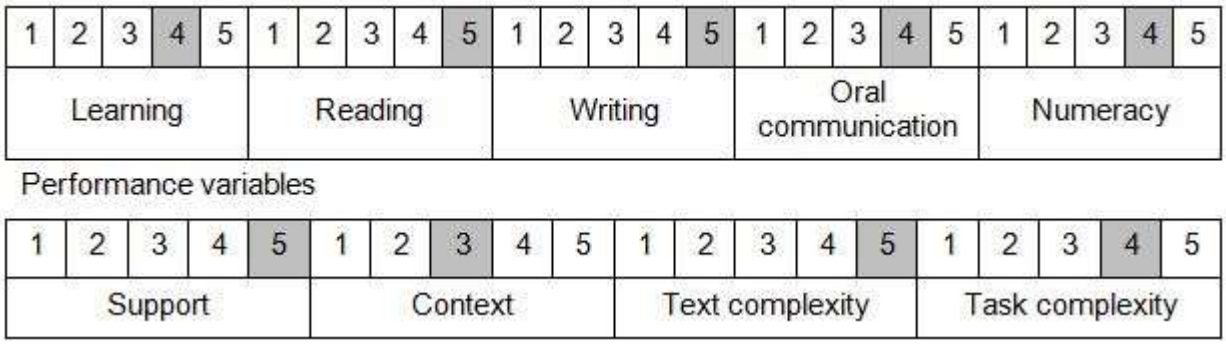
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF Levels essential to performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEVL006 Evaluate business performance

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- evaluating information management systems, policies and procedures of an organisation
- selecting relevant evaluation information and documentation
- accessing and interpreting the organisation's standards, missions, values and objectives
- analysing records/notes of the evaluation process
- explaining the evaluation process
- giving clear and precise instructions and advice
- discussing the evaluation process with other relevant people
- seeking information relevant to the evaluation
- discussing the evaluation outcome with the stakeholders
- developing resources to support the evaluation process
- communicating with key stakeholders
- producing and maintaining documentation
- planning projects, work programs
- coordinating the work of self and others
- investigating training and workforce data
- determining and implementing improvement
- writing evaluation reports
- analysing trend
- creating performance indicators

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

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- program design considerations (cost, equality, technically valid, ethics)
- quantitative and qualitative methods for monitoring and evaluation
- data management
- ethical considerations
- organisational structures and lines of management authority
- terminology relating to quality evaluation processes
- evaluation models/methods
- records management systems of the organisation
- relevant policy, legislation, codes of practice and national standards, including Commonwealth and state/territory legislation
- business and Human Resource models
- WHS relating to planning and conducting an evaluation

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO001 Work safely with explosive ordnance

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO101D Work safely with explosive ordnance. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Element 2 and 5 merged • PC 1.2 and 3.2 removed

Application

This unit describes the skills required to achieve a safe work environment when working with explosives.

This unit applies to those working in any installation or organisation involved in the storage, distribution, maintenance and use of explosives; this includes but is not limited to research and development establishments, and proof and experimental establishments.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform routine tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Access and apply safety procedures	1.1 Access and apply safety procedures and instructions. 1.2 Identify, act upon and/or report breaches in site safety. 1.3 Select load handling and shifting method in accordance with identified requirements for particular goods. 1.4 Check handling equipment for conformity with workplace requirements and manufacturer's guidelines. 1.5 Check suitable signage for compliance with workplace procedures.
2. Apply personal safety measures	2.1 Select, fit and don personal protective equipment. 2.2 Establish and maintain safety of immediate working area and equipment. 2.3 Obtain relevant authorisation before specialised and hazardous work is carried out. 2.4 Identify and report incidents and injuries.
3. Apply dangerous goods and hazardous substances requirements	3.1 Recognise individual responsibilities regarding dangerous goods and hazardous substances. 3.2 Identify and recognise dangerous goods and hazardous substances' labels and characteristics. 3.3 Report to supervisor where dangerous goods or hazardous materials do not appear to be appropriately marked. 3.4 Store dangerous goods and hazardous substances in accordance with the relevant compatibility, separation constraints and security requirements. 3.5 Handle dangerous goods and hazardous substances.
4. Apply net explosive quantity and compatibility	4.1 Identify licensing limitations. 4.2 Apply net explosive quantity. 4.3 Apply compatibility.

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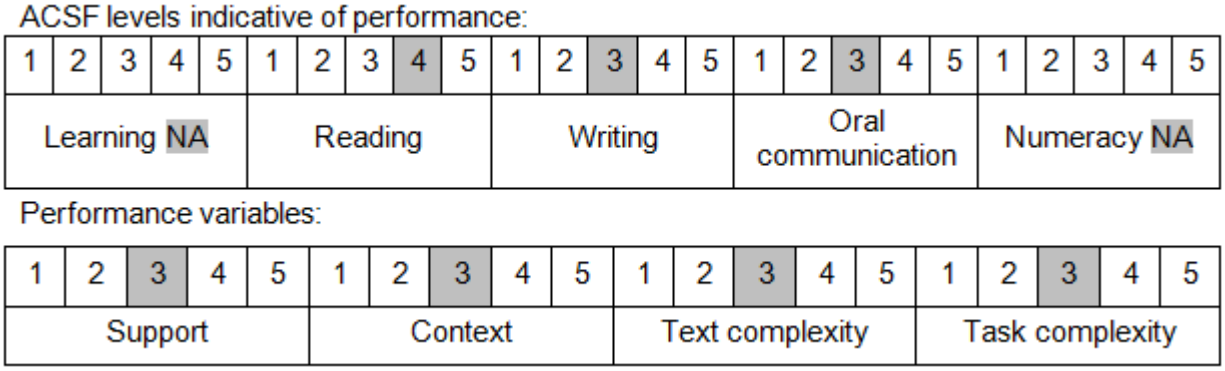
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO101D Work safely with explosive ordnance.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO001 Work safely with explosive ordnance

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- identifying markings and colour coding of explosives and associated packaging
- identifying UN classification system

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- hazard and incident identification and reporting techniques
- hazardous materials requirements
- manual handling procedures
- organisational safety policies
- organisational safety information sources
- personal protection measures
- safety and advisory signs

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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Assessment needs to be conducted on at least Class 1 dangerous goods.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO002 Respond to fire

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO201C Respond to fire. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 3.2 & 3.3 merged • PC 3.4 removed

Application

This unit describes the skills required to carry out initial response to suppress a fire that may occur in an open field, building or storage area; and may be located on land, on board a ship at sea or in harbour, in the air; and may occur in the day or night and under any weather conditions. It also includes the ability to identify the nature and classification of the fire, report the fire and carry out evacuation procedures.

This unit applies to those who may be required to provide the initial response to fire. The unit does not cover the competencies needed to become a professional or volunteer firefighter.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a defined range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for fire response	1.1 Access, interpret and apply procedures related to a fire emergency. 1.2 Locate and check fire fighting equipment and refer for maintenance/replacement as required.
2. Carry out initial notification and assessment	2.1 Identify and confirm nature and scope of the fire and report to appropriate personnel. 2.2 Assess fire situation and determine appropriate course of action. 2.3 Notify relevant personnel of fire threat. 2.4 Apply emergency evacuation procedures.
3. Extinguish fire	3.1 Select appropriate fire extinguishing apparatus and or agent. 3.2 Ensure fast knock down of fire using extinguisher at the appropriate range and time.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing NA					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO201C Respond to fire.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO002 Respond to fire

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing and interpreting local emergency procedures
- applying evacuation procedures
- identifying emergency alarms and matching with response requirement

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- local area emergency procedures
- types, operations and application of firefighting equipment including extinguishers, hose reels and, where appropriate, monitors
- principles of fire

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO003 Establish and maintain the safety and security of explosive warehouses and workshops

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO202D Establish and maintain the safety and security of explosive warehouses and workshops. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Element 1 & 2 merged • PC 1.2 removed • PC 2.1 & 2.2 merged

Application

This unit describes the skills required to enter and exit an ammunition/explosive ordnance storage area or facility in a remote or home base area. It includes the requirements to ensure that safety standards are applied and that security is maintained during the conduct of tasks within the facility.

This unit applies to those required to enter, carry out tasks in and exit an ammunition/explosive ordnance storage area or facility in a remote or home base area; and is required to maintain safety and security during entry, operations and exit.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a limited range of contexts.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for and enter safely	1.1 Identify, and confirm requirement to enter an explosive ordnance storage area/facility. 1.2 Conduct security and safety inspections and tests. 1.3 Open and vent facility and safely enter.
2. Maintain safety during operations and exit of facility	2.1 Identify and calculate net explosive quantity and compatibility and monitor throughout the operation. 2.2 Conduct housekeeping and report maintenance needs. 2.3 Update and maintain records. 2.4 Exit safely and secure facility.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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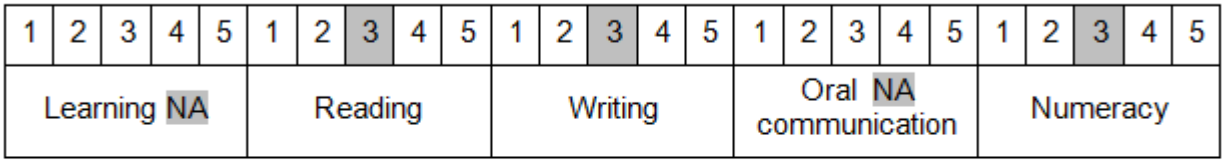
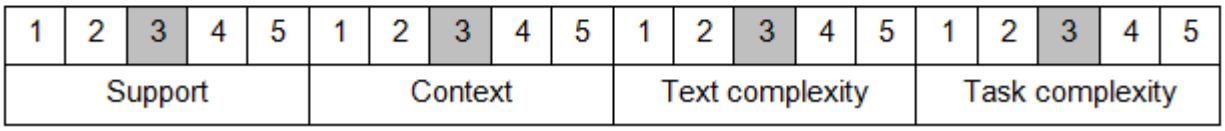
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO202D Establish and maintain the safety and security of explosive warehouses and workshops.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO003 Establish and maintain the safety and security of explosive warehouses and workshops

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying emergency/safety/security procedures
- adhering to relevant WHS requirements and operational safety procedures
- calculating net explosive quantities

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- alarm systems
- basic static electricity
- building signs and symbols
- compatibility requirements
- earthing procedures
- emergency procedures
- fire fighting equipment
- licensing limitations
- personal protection equipment requirements
- security procedures

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO004 Examine and certify free from explosives

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO204C Examine and certify free from explosives. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 removed

Application

This unit describes the skills required to examine and certify explosive and non-explosive dangerous goods packaging as being free from explosives (FFE) and arisings for salvage or return. Certification of these items as being FFE is a statutory requirement at different stages in the processing of these items, in particular when being sold or offered to the public for scrap metal. This unit does not cover the competencies required for inerting explosives and associated components.

This unit applies to those required to examine and certify salvage and associated packaging as being FFE.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a broad range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for certification	1.1 Identify requirement for certification. 1.2 Identify and prepare suitable location to carry out operation. 1.3 Identify, acquire and prepare equipment required for the certification process.
2. Certify as free from explosives	2.1 Conduct examinations. 2.2 Label items confirmed as being FFE. 2.3 Apply emergency and contingency procedures.
3. Carry out post certification procedures	3.1 Prepare packaging, arisings and salvage as being FFE. 3.2 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Learning NA	Reading	Writing	Oral NA communication	Numeracy NA

Performance variables:

1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Support	Context	Text complexity	Task complexity

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO204C Examine and certify free from explosives.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO004 Examine and certify free from explosives

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying operational safety
- identifying ammunition and explosive components
- identifying explosive contaminants
- identifying relevant labels and markings

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- documentation requirements
- equipment used in FFE process
- explosive contaminants
- explosive packaging components and fitments
- operational safety
- relevant labels and markings
- types of ammunition, explosive component parts

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO005 Package explosives

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO301D Package ammunition. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice. • PC 1.2, 2.5 and 2.6 removed

Application

This unit describes the skills required to package explosives and explosive components for transportation and storage where packaging includes painting, stencilling, marking, sealing, strapping, vacuum evacuation and labelling. This includes calculating net explosive quantity, applying compatibility constraints, marking the packaging with internationally recognised coding and maintaining a range of documentation.

This unit applies to those required to prepare, package and finalise documentation for explosives and explosive components for the purpose of transportation and storage.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a broad range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for packaging	1.1 Identify packaging requirements from work requests and instructions. 1.2 Identify, acquire and prepare technical references, tools, equipment, consumables and packaging components. 1.3 Identify, calculate, analyse and apply net explosive quantities and compatibility. 1.4 Monitor and maintain environmental conditions.
2. Pack explosives	2.1 Identify explosives or explosive components and prepare them for packaging. 2.2 Package explosives or explosive components in accordance with technical instructions, technical drawings and organisational procedures. 2.3 Interpret emergency procedures and apply contingency plans. 2.4 Prepare and mark packaging.
3. Finalise packaging procedures	3.1 Inspect equipment/tools for serviceability. 3.2 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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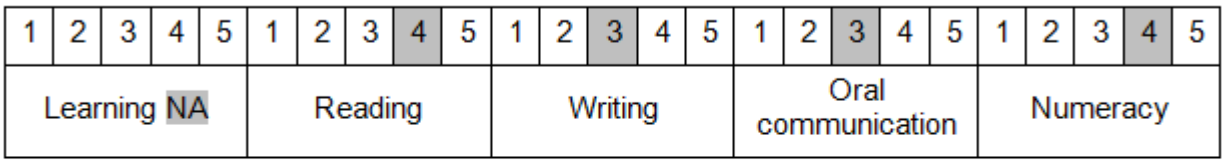
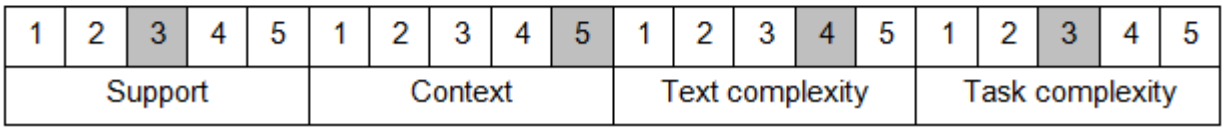
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO301D Package ammunition.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO005 Package explosives

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying colour coding, markings, stencilling and labels
- applying compatibility/environmental constraints
- applying moisture absorption/sealing procedures
- applying operational safety
- calculating weight, volume and dimensions
- identifying explosives and packaging materials
- using relevant tools and equipment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- heat and/or vacuum sealing/moisture absorption/packaging procedures
- effects of environmental conditions

Operational knowledge of:

- explosives to be packaged
- colour coding, markings, stencilling and labelling requirements
- documentation requirements
- operation and limitations of packaging tools and equipment

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- operational safety
- weight volume and dimension calculations
- work condition class
- unit load construction

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO006 Unpackage explosives

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO302D Unpackage ammunition. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 and 1.5 removed • Element 2 one new PC.

Application

This unit describes the skills required to unpackage explosives and explosive components prior to inspection or maintenance. This includes calculating net explosive quantity, applying compatibility constraints, inspecting the packaging and maintaining a range of documentation.

This unit applies to those required to prepare, package and finalise documentation for explosives and explosive components for the purpose of transportation and storage.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a broad range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for unpackaging	1.1 Identify unpackaging requirements from work requests and instructions. 1.2 Identify, acquire and prepare technical references, tools, equipment, consumables and packaging components. 1.3 Identify, calculate, analyse and apply net explosive quantities and compatibility. 1.4 Monitor and maintain environmental conditions.
2. Unpackage explosives	2.1 Prepare explosives or explosive components for unpackaging. 2.2 Unpackage explosives or explosive components in accordance with technical instructions, technical drawings and organisational procedures. 2.3 Interpret emergency procedures and apply contingency plans. 2.4 Store or dispose packaging material. 2.5 Carry out and record relevant calculations.
3. Finalise unpackaging procedures	3.1 Inspect equipment/tools for serviceability. 3.2 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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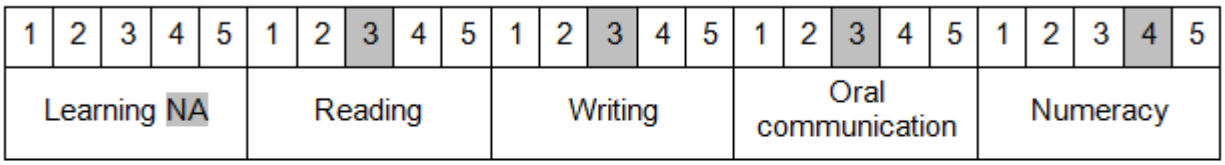
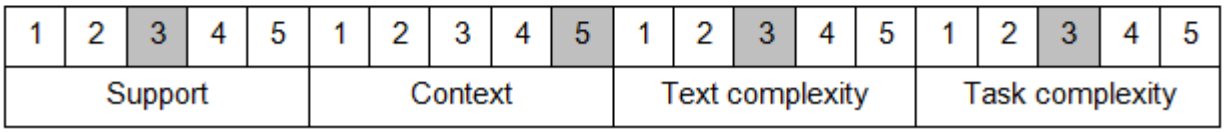
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO302D Unpackage ammunition.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO006 Unpackage explosives

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying antistatic procedures
- applying compatibility/environmental constraints
- applying operational safety
- calculating and maintaining net explosive quantity
- identifying explosives and packaging materials
- identifying colour coding, markings and labels
- interpreting and applying technical instructions and drawings related to packaging of explosives
- using unpackaging tools and equipment
- venting containers

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- explosives to be unpackaged
- antistatic procedures
- appropriate explosive packaging
- colour coding, markings
- compatibility constraints
- effects of environmental conditions

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- net explosive quantity calculations
- operational safety
- operations and limitations of unpackaging tools and equipment
- work condition class
- venting procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO007 Monitor explosive ordnance environmental conditions

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO303D Monitor explosive ordnance environmental conditions. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.4 and 1.5 removed • Element 2 all PC reworded and reordered

Application

This unit describes the skills required to monitor environmental conditions related to explosives prior to sealing packaging. It includes having to identify explosives that need environmental controls, matching this to an appropriate storage facility and maintaining the requisite environmental conditions.

This unit applies to those required to monitor environmental conditions related to explosives.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform routine tasks in a broad range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify environmental control requirements for explosives	1.1 Apply technical specifications to identify environmental control requirements for explosives. 1.2 Select environmental requirements for short-term and long-term storage to match explosive type. 1.3 Identify environmental limits for control from technical specifications.
2. Monitor explosive environmental conditions	2.1 Monitor storage areas for environmental standards and environmental storage requirements. 2.2 Operate and monitor monitoring devices. 2.3 Identify emergency procedures and apply contingency procedures.
3. Identify and rectify problems	3.1 Identify implications of incorrect environmental standards. 3.2 Identify causes related to changes to environmental standards. 3.3 Implement procedures related to problem rectification.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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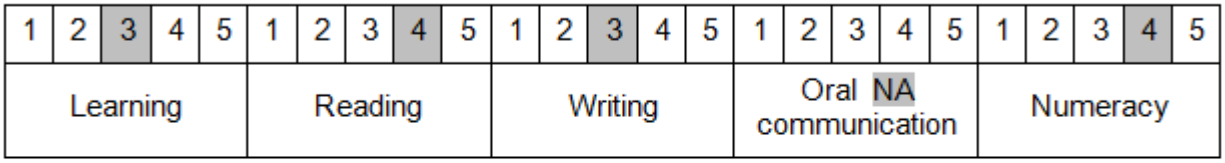
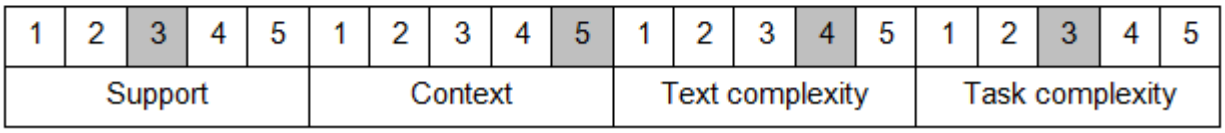
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO303D Monitor explosive ordnance environmental conditions.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO007 Monitor explosive ordnance environmental conditions

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying environmental constraints
- applying corrective actions
- identifying explosive requiring environmental management
- identifying appropriate environmental controls

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- corrective actions to maintain environmental levels
- effects of environmental conditions
- environmental requirements for relevant explosive
- monitoring processes

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO008 Conduct explosives inspection

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO501D Conduct explosives inspection. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 and 3.1 removed • Element 3 one new PC

Application

This unit describes the skills required to conduct an inspection on all types of explosives in order to assess serviceability and to process further action. How the explosives are processed is subject to the outcomes of the inspection. In the case of defective or damaged explosives they may be retained and returned to the manufacturer, maintained or disposed of, or restrictions may be placed on their use.

This unit applies to those required to conduct an inspection on all types of explosives.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a broad range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for inspection	1.1 Identify requirement for explosives inspection from work requests/instructions. 1.2 Identify, acquire and prepare technical references, tools and equipment required for the inspection. 1.3 Identify, acquire, account for, move or pre-position explosives in preparation for inspection. 1.4 Identify, calculate, assess and apply net explosive quantities and compatibility.
2. Inspect explosive	2.1 Inspect explosives in a logical set sequence to ensure that defects or damage are not overlooked. 2.2 Identify and record damage or other defects.
3. Carry out post inspection procedures	3.1 Make a serviceability recommendation for inspected explosives. 3.2 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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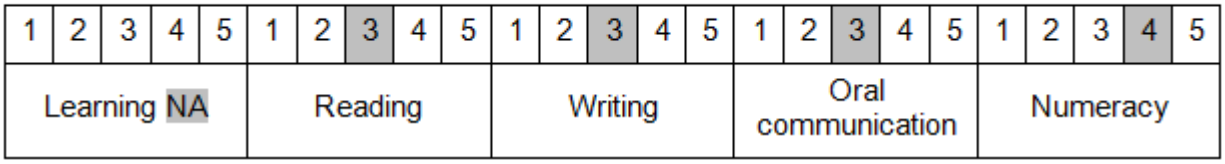
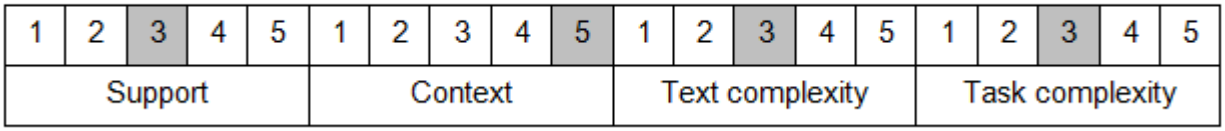
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO501D Conduct explosives inspection.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO008 Conduct explosives inspection

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using relevant tools and equipment
- working safely within an explosive environment
- complying with:
  - organisational safety requirements
  - appropriate legislative and regulatory requirements

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- operation of explosives
- explosive licence limits

Operational knowledge of:

- markings and labelling requirements of explosives
- characteristics and limitations of explosive to be inspected
- inspection procedures
- organisational documentation requirements
- organisational safety policies and structures

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO009 Conduct broken seal inspection

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO522A Conduct broken seal inspection. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Element 2 reworded • PC 1.2 and 2.3 removed • Element 1 one new PC

Application

This unit describes the skills required to conduct a visual inspection of packaged explosives during any handling task, to identify packaging with broken seals and to process packaging and its contents for further action. Immediate processing of the packaged explosives is subject to the outcomes of the inspection.

This unit applies to those required to conduct a visual inspection of packaged explosive.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a broad range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for packaging inspection	1.1 Identify requirement for inspection from work requests/instructions. 1.2 Identify, acquire and prepare technical references, tools, equipment, consumables and packaging components. 1.3 Identify and prepare suitable location to carry out receipt of packaged explosive. 1.4 Identify, calculate and apply net explosive quantities and compatibility. 1.5 Monitor environmental conditions. 1.6 Liaise with personnel involved in operation.
2. Sort packaging	2.1 Conduct inspection of the explosives packaging during the handling operation. 2.2 Segregate packaging based on outcome of inspection and compatibility requirements. 2.3 Handle broken seal packaging that has not been inspected as if it contains explosives. 2.4 Interpret emergency procedures and apply contingency plans.
3. Inspect contents of broken seal packaging	3.1 Inspect external surfaces of packaging for signs of damage. 3.2 Segregate and process packaging found to be damaged. 3.3 Open broken seal packaging to identify the contents. 3.4 Segregate further and process packaging that contains items which are or purport to be damaged.
4. Finalise inspection procedures	4.1 Seal and label packaging. 4.2 Ensure serviceability of equipment/tools. 4.3 Maintain documentation and records.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO522A Conduct broken seal inspection.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO009 Conduct broken seal inspection

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying inspection procedures
- identifying damaged ammunition, explosives, non-explosive dangerous goods, or associated components
- identifying faults in explosive packaging, in markings and labels
- maintaining documentation
- using PPE
- using manual handling and team lifting techniques
- handling dangerous goods and hazardous substances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- application of inspection procedures
- characteristics and limitations of packaging to be handled
- organisational documentation requirements
- functioning of explosives

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO010 Conduct explosives packaging inspection

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO503C Conduct explosives packaging inspection. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 removed • PC 3.1 reworded • Element 1 one new PC

Application

This unit describes the skills required to conduct an inspection of explosives packaging and to process the packaging for further action that may be required. Processing the packaging is subject to the outcomes of the inspection and may result in damaged or defective packaging being rejected, disposed of, returned to the manufacturer or sent for maintenance.

This unit applies to those required to conduct an inspection of explosive packaging and to process the packaging for further action that may be required.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform routine tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for inspection	1.1 Identify requirement for explosives packaging inspection from work requests and or instructions. 1.2 Identify, acquire and prepare technical references, tools and equipment required for the inspection. 1.3 Identify, acquire, account for, move or pre-position packaging in preparation for inspection. 1.4 Interpret emergency procedures and apply contingency plans.
2. Inspect explosive packaging	2.1 Inspect packaging in a logical set sequence to ensure that defects or damage are not overlooked, in accordance with technical specifications. 2.2 Identify and record damage or other defects.
3. Carry out post inspection procedures	3.1 Return explosive packaging to storage or transport condition. 3.2 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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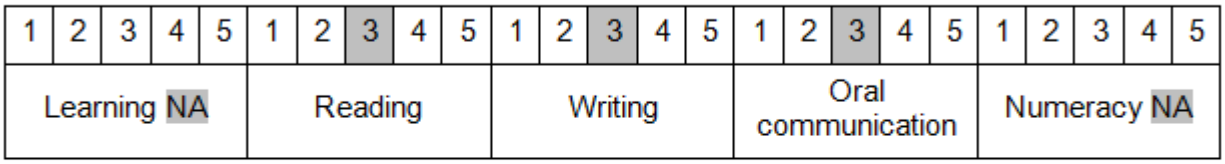
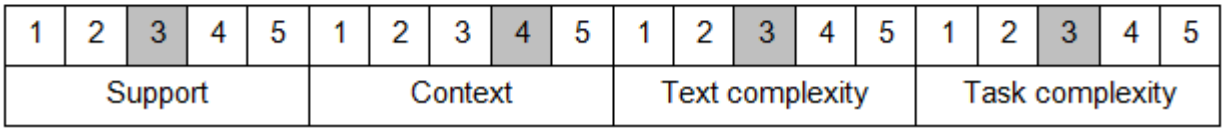
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO503C Conduct explosives packaging inspection.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO010 Conduct explosives packaging inspection

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- identifying packaging construction and configuration
- identifying faults with labelling and marking

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- legislative and regulatory requirements

Operational knowledge of:

- characteristics and limitations of packaging to be inspected
- inspection procedures
- organisational documentation requirements
- organisational safety requirements

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO011 Refurbish explosives packaging

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO521A Refurbish explosives packaging. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 removed • PC 2.2 and 3.1 reworded

Application

This unit describes the skills required to refurbish explosives packaging. The unit requires the individual to inspect the packaging to determine whether it can be refurbished, refurbish the packaging and maintain a range of documentation.

This unit applies to those required to prepare for and refurbish explosives packaging following deterioration or damage of the packaging through handling.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as individuals and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform routine tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for refurbishment	1.1 Identify requirement for refurbishing of packaging from work requests/instructions. 1.2 Identify, acquire and prepare technical references, tools, equipment and consumables required for maintenance. 1.3 Inspect explosives packaging to confirm that it is free from explosives.
2. Refurbish explosive packaging	2.1 Inspect explosives packaging to ensure it is capable of being refurbished. 2.2 Return explosives packaging to serviceable state.
3. Finalise reconditioning procedures	3.1 Return explosives packaging to storage or transport condition. 3.2 Conduct housekeeping procedures. 3.3 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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ACSF levels indicative of performance:

1	2	3	4	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication NA					Numeracy NA				

Performance variables:

1	2	**3**	4	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	**3**	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO521A Refurbish explosives packaging.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO011 Refurbish explosives packaging

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying protective coatings
- using PPE
- using manual handling and team lifting techniques
- handling dangerous goods and hazardous substances
- identifying packaging materials and components
- operating equipment and tools

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- characteristics and limitations of explosive packaging
- organisational documentation requirements
- refurbishment procedures
- relevant colour coding

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO012 Conduct electrical/electronic circuitry tests

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO508D Conduct electrical/electronic circuitry tests. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 removed, • PC 3.1 reworded

Application

This unit describes the skills required to set up and conduct simple electrical/electronic circuitry tests on explosive ordnance or component parts. These tests are required to be conducted on a wide range of explosive ordnance during maintenance procedures.

This unit applies to those required to set up and conduct simple electrical/electronic circuitry tests on explosive ordnance or component parts.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare electrical/electronic circuitry for testing	1.1 Identify testing requirements from work requests/instructions. 1.2 Identify, acquire and prepare technical references, tools and equipment required for the tests. 1.3 Identify, acquire, prepare, move and position explosive ordnance or component parts in preparation for the task. 1.4 Identify, calculate and assess net explosive quantities and compatibility and apply throughout the operation. 1.5 Monitor and maintain environmental conditions.
2. Conduct electrical/electronic circuitry tests	2.1 Conduct required tests. 2.2 Record and maintain test results. 2.3 Interpret emergency procedures and apply contingency plans.
3. Finalise post test procedures	3.1 Return explosive ordnance to storage or transport condition. 3.2 Ensure serviceability of equipment/tools. 3.3 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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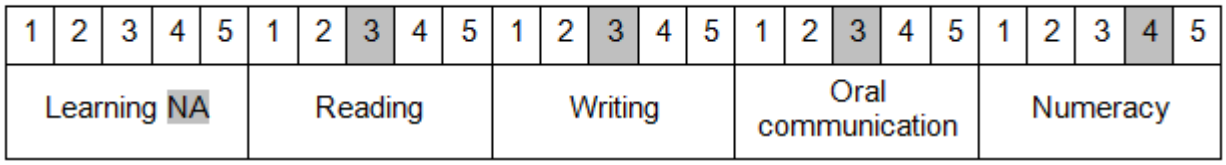
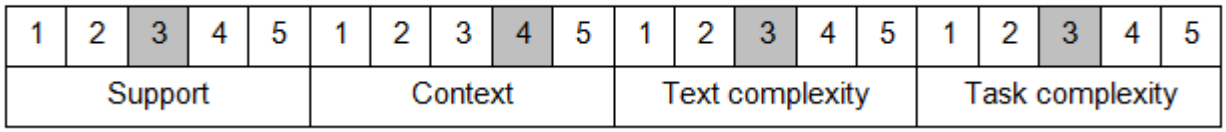
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO508D Conduct electrical/electronic circuitry tests.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO012 Conduct electrical/electronic circuitry tests

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying environmental constraints
- conducting housekeeping
- operating testing equipment
- using PPE
- demonstrating manual handling techniques and team lifting techniques

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- electrical theory relevant to the tests
- functioning of explosive ordnance
- explosive licence limits

Operational knowledge of:

- characteristics and limitations of testing equipment
- effects of environmental conditions
- operability of test equipment

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- operations, characteristics and limitations of other tools and equipment relevant to the testing
- organisational documentation requirements
- testing procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO013 Conduct external explosive ordnance maintenance

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO502D Conduct external explosive ordnance maintenance. • Unit code updated. • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 removed • PC 3.1 reworded • Element 2 one new PC

Application

This unit describes the skills required to conduct external maintenance on all types of explosive ordnance. Maintenance is carried out on the explosive ordnance while monitoring the environmental conditions. The unit only applies to the maintenance of explosive ordnance that does not require the removal of any explosive component.

This unit applies to those required to conduct external maintenance on explosive ordnance by the removal of rust and contaminants, cleaning, painting and stencilling standard markings.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for maintenance	1.1 Identify requirement for external maintenance from work requests and/or instructions. 1.2 Identify, acquire and prepare technical references, tools, equipment and consumables required for the maintenance. 1.3 Identify, acquire, account for, move or pre-position explosive ordnance in preparation for maintenance. 1.4 Identify, calculate, assess and apply net explosive quantities and compatibility throughout the operation.
2. Maintain explosive ordnance	2.1 Conduct external maintenance on explosive ordnance. 2.2 Monitor environmental conditions and maintain, where appropriate. 2.3 Interpret emergency procedures and apply contingency plans.
3. Finalise maintenance	3.1 Return explosive ordnance to storage or transport condition. 3.2 Conduct housekeeping procedures. 3.3 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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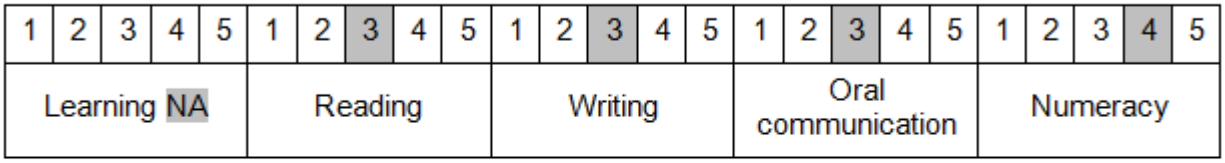
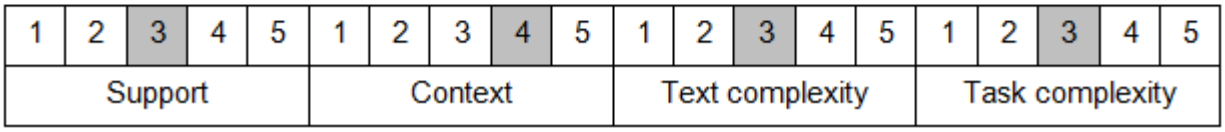
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO502D Conduct external explosive ordnance maintenance.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO013 Conduct external explosive ordnance maintenance

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying anti-static safety requirements
- using PPE
- working safely with dangerous goods
- using tools and equipment
- using manual handling and team lifting techniques

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- explosive ordnance functioning
- explosive licence limits

Operational knowledge of:

- characteristics and limitations of explosive ordnance to be maintained
- environmental constraints
- maintenance procedures
- organisational documentation requirements
- organisational safety requirements

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- legislative and regulatory requirements

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO014 Gauge explosives

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO715C Gauge explosives ordnance. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 removed

Application

This unit describes the skills required to gauge explosives and/or components for inspection, testing, maintenance or to determine serviceability. Gauging requires the ability to work safely within an explosives environment, to calculate and apply net explosive quantity, to assess and apply compatibility and to maintain documentation.

This unit applies to those required to gauge explosives and/or components to confirm compliance with established design parameters and/or other specifications, references or publications.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and/or as part of a team, under indirect supervision. They would use discretion and judgement and take responsibility for the quality of their outputs while performing specific tasks in a broad range of contexts

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for gauging of explosives	1.1 Identify requirement for explosives gauging from work requests/instructions and confirm. 1.2 Identify, acquire and prepare technical references, tools and equipment required for the gauging. 1.3 Acquire, prepare, move and position explosives to be gauged. 1.4 Identify, calculate, assess and apply net explosive quantities and compatibility throughout the operation. 1.5 Monitor and maintain environmental conditions.
2. Gauge explosives	2.1 Gauge explosives. 2.2 Interpret emergency procedures and apply contingency plans.
3. Finalise the gauging operation	3.1 Maintain equipment/tools. 3.2 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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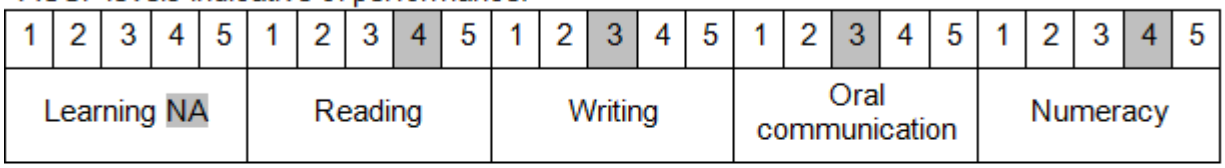
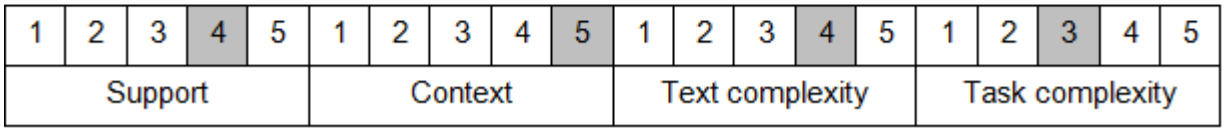
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO715C Gauge explosives ordnance.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO014 Gauge explosives

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying environmental constraints
- conducting housekeeping
- using tools and equipment
- working safely within an explosive ordnance environment
- applying manual handling and team lifting techniques
- using PPE
- handling dangerous good and hazardous substances safely
- ensuring compliance upon completion of gauging task

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- characteristics and limitations of explosive ordnance to be gauged
- effects of environmental conditions
- operations, characteristics and limitations of tools and equipment required for the gauging of explosive ordnance
- organisational documentation requirements
- organisational safety policies and structures
- organisational safety requirements
- legislative and regulatory requirements

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- functioning process of explosive ordnance
- explosive licence limits

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO015 Follow security procedures

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO008 Follow security procedures. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 3.4, 4.1, 4.4 and 4.5 removed

Application

This unit describes the skills required to follow security procedures in an explosive workplace environment, including but not limited to:

- training areas
- ranges
- operational areas
- warehousing and distribution points
- road, rail, aviation, and maritime transport
- freight forwarding and customs broking areas

It includes checking and maintaining the security of any goods and cargo; ensuring the security of workplace personnel and visitors; identifying and reporting any security threats or situations; and completing all required security records.

This unit was developed for those working within an explosive workplace. While developed by Defence, it is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

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Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform routine tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Maintain security of goods and cargo	1.1 Secure goods and cargo, within specified locations, transport vehicles, vessels or aircraft. 1.2 Check and maintain seals, tamper proof packaging, locks and other security measures on goods or cargo. 1.3 Recognise and report signs of pillaging, theft and interference. 1.4 Recognise signs of suspicious goods and cargo and report to designated personnel. 1.5 Report any breaches of security requirements to designated personnel.
2. Maintain security of workplace personnel and visitors	2.1 Carry out security checks of workplace personnel and visitors where applicable. 2.2 Follow precautions and measures aimed at protecting the security of workplace personnel and visitors. 2.3 Recognise and investigate signs of security threats. 2.4 Recognise signs of suspicious behaviour and report them to designated personnel. 2.5 Report any breaches of security requirements for workplace personnel and visitors to designated personnel.
3. Identify a security threat or situation	3.1 Identify and assess security threat or situation and prioritise response. 3.2 Evaluate implications of the security threat or situation. 3.3 Alert relevant personnel to the security threat or situation.
4. Respond to a	4.1 Handle security threats or incidents in accordance with

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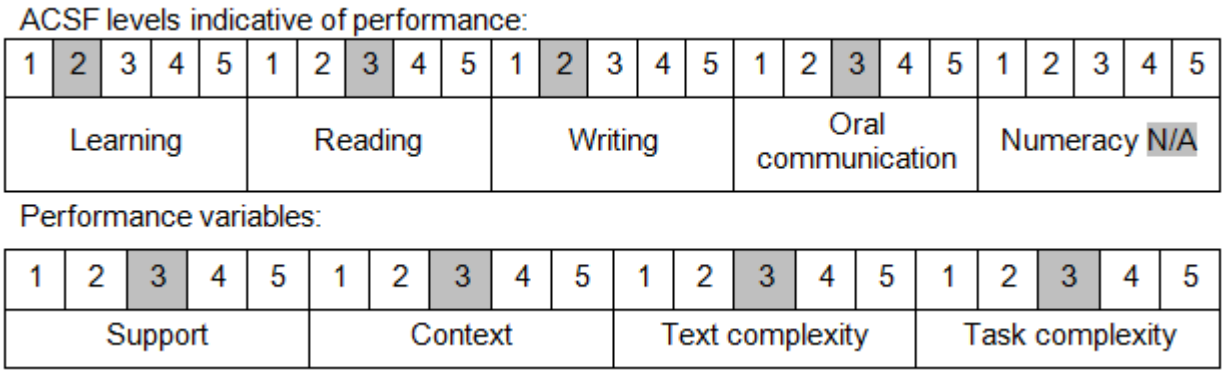
security threat or situation	established response plan and within limits of responsibility and duty of care. 4.2 Provide assistance in controlling the site both prior to and following arrival of security and/or emergency services.
5. Maintain security records	5.1 Maintain records of security checks and precautions. 5.2 Complete reports of security incidents or threats.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO008 Follow security procedures.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO015 Follow security procedures

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying security procedures within an explosive workplace
- completing organisational security incident reports

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- organisation security procedures
- identification of possible security threats/incidents

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO021 Breakdown explosive ordnance

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO505D Breakdown explosive ordnance. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 removed

Application

This unit describes the skills required to break down explosive ordnance into its component parts. The breaking down of explosive ordnance is normally conducted as a process of destruction, however it may be used as a means to salvage component parts or to test specific components. Explosive ordnance requiring to be broken down is normally that which cannot be disassembled due to its design or process of manufacture. This unit does not cover the competencies required for inerting explosives and associated components.

This unit applies to those required to break down explosive ordnance into its component parts.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a broad range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for breakdown of explosive ordnance	1.1 Identify requirement for explosive ordnance breakdown from work requests/instructions. 1.2 Identify, acquire and prepare technical references, tools and equipment required for the breakdown. 1.3 Acquire, prepare, move and position explosive ordnance to be broken down in preparation for the task. 1.4 Identify, calculate, assess and apply net explosive quantities and compatibility throughout the operation. 1.5 Monitor and maintain environmental conditions.
2. Breakdown explosive ordnance	2.1 Breakdown explosive ordnance into its individual components. 2.2 Process components in accordance with the requirements specified in the work request. 2.3 Interpret emergency procedures and apply contingency plans.
3. Finalise the breakdown operation	3.1 Ensure serviceability of equipment/tools. 3.2 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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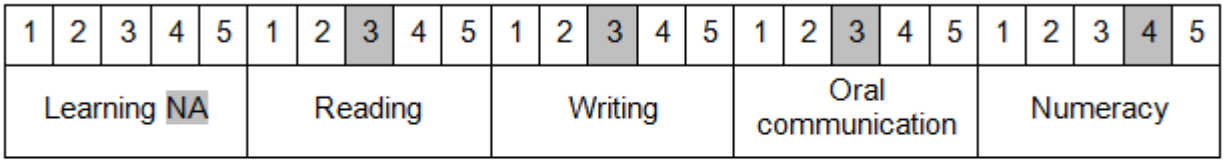
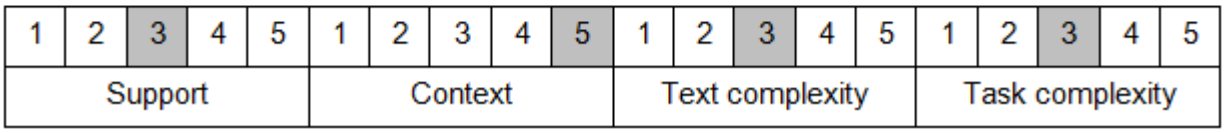
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO505D Breakdown explosive ordnance.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO021 Breakdown explosive ordnance

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying environmental constraints
- conducting housekeeping
- using tools and equipment
- working safely within an explosive ordnance environment
- applying manual handling and team lifting techniques
- using PPE
- handling dangerous good and hazardous substances safely

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- characteristics and limitations of explosive ordnance to be broken down
- effects of environmental conditions
- operations, characteristics and limitations of tools and equipment required for the breaking down of explosive ordnance
- organisational documentation requirements
- organisational safety policies and structures
- organisational safety requirements
- legislative and regulatory requirements

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- functioning process of explosive ordnance
- explosive licence limits

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO022 Fuze and defuze explosive ordnance

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO506D Fuze and defuze explosive ordnance. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 and 4.1 removed

Application

This unit describes the skills required to remove and replace fuzes in explosive ordnance. Removing and replacing fuzes may be required during arming and de-arming operations, for inspection, testing, maintenance, prior to issue and on return from issue.

This unit applies to those required to remove and replace fuzes in explosive ordnance.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a broad range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Explosive Ordnance

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for fuzing/defuzing operations	1.1 Identify requirement for fuzing or defuzing of explosive ordnance from work requests/instructions. 1.2 Identify, acquire and prepare technical references, tools and equipment required for the fuzing or defuzing. 1.3 Acquire, prepare, move and position explosive ordnance to be fuzed or defuzed in preparation for the task. 1.4 Identify, calculate, assess and apply net explosive quantities and compatibility throughout the operation. 1.5 Monitor and maintain environmental conditions.
2. Defuze explosive ordnance	2.1 Remove fuze from the ammunition/explosive ordnance. 2.2 Remove fuzing components and inspect the fuze cavity. 2.3 Apply emergency and contingency procedures.
3. Fuze explosive ordnance	3.1 Inspect and gauge fuze cavity. 3.2 Fuze explosive ordnance.
4. Finalise the fuzing/defuzing operation	4.1 Ensure serviceability of equipment/tools. 4.2 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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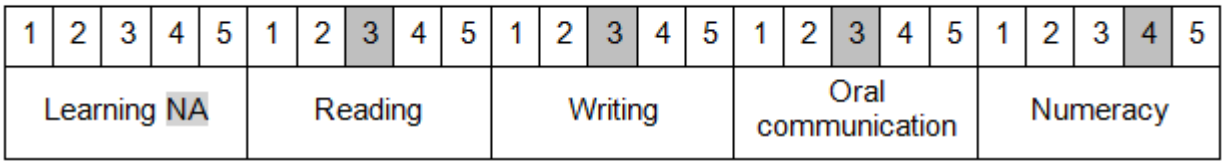
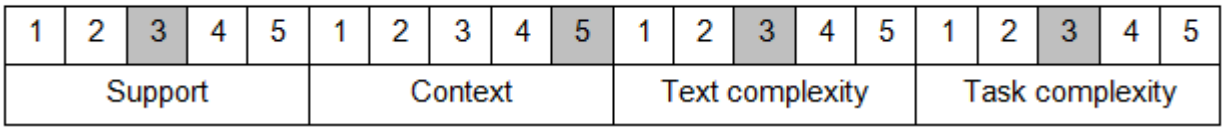
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO506D Fuze and defuze explosive ordnance.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO022 Fuze and defuze explosive ordnance

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying environmental constraints
- calculating net explosive quantity
- conducting housekeeping
- applying technical instructions and drawings related to fuzes
- using tools and equipment
- working safely within an explosive ordnance environment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- assessment of compatibility
- calculation of net explosive quantity
- characteristics and limitations of fuzes
- effects of environmental conditions
- fuzing and defuzing procedures
- organisational documentation requirements
- organisational safety information sources
- organisational safety policies and structures
- operations, characteristics and limitations of fuzing and defuzing tools and equipment

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO023 Assemble and disassemble explosive components

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO507D Assemble and disassemble explosive components. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 removed

Application

This unit describes the skills required to assemble and disassemble various components of explosive ordnance. Assembly and disassembly of explosive components may be required during arming and de-arming operations, for inerting, inspection, testing and maintenance, prior to issue and on return from issue.

This unit applies to those required to assemble and disassemble various components of explosive ordnance.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a broad range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for assembly or disassembly	1.1 Identify requirement for assembly or disassembly of explosive components from work requests/instructions and confirm. 1.2 Identify, acquire and prepare technical references, tools and equipment required for the assembly or disassembly. 1.3 Acquire, prepare, move and position components to be assembled or disassembled in preparation for the task. 1.4 Identify, calculate, assess and apply net explosive quantities and compatibility throughout the operation. 1.5 Monitor and maintain environmental conditions.
2. Disassemble components	2.1 Disassemble explosive components. 2.2 Process components in accordance with the requirements specified in the work request. 2.3 Interpret emergency procedures and apply contingency plans.
3. Assemble components	3.1 Inspect, confirm and assemble individual componentry. 3.2 Package and/or prepare assembly in accordance with the requirements specified in the work request.
4. Finalise the operation	4.1 Ensure serviceability of equipment/tools. 4.2 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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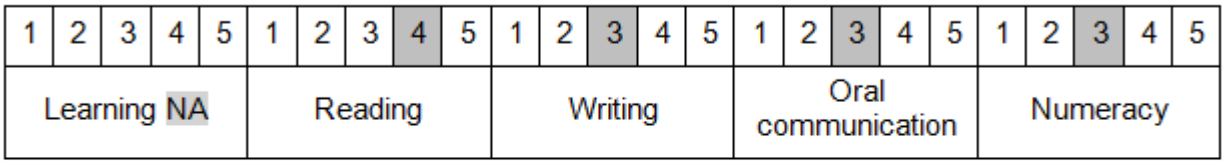
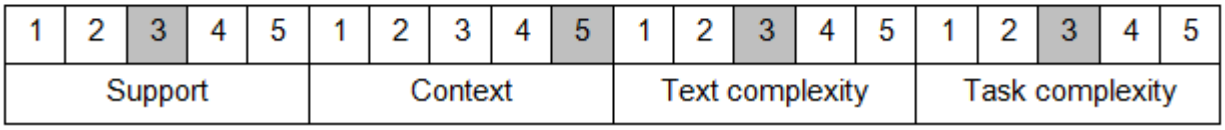
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO507D Assemble and disassemble explosive components.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO023 Assemble and disassemble explosive components

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying environmental constraints
- working safely within an explosive ordnance environment
- applying technical instructions and drawings related to explosive components
- applying manual handling and team lifting techniques
- using PPE
- handling dangerous good and hazardous substances safely
- conducting housekeeping
- using tools and equipment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- assembly and disassembly procedures
- assessment of compatibility
- calculation of net explosive quantity
- characteristics and limitations of explosive components
- effects of environmental conditions
- operations, characteristics and limitations of assembling and disassembling tools and equipment

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- organisational documentation requirements
- organisational safety information sources
- organisational safety policies and structures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO041 Maintain grenades

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO511D Maintain grenades. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 removed • PC 3.1 reworded

Application

This unit describes the skills required to maintain grenades to requirements as specified by Defence or the original equipment manufacturer. The unit includes the identification and selection of tools and equipment, the application of organisational safety requirements and the application of appropriate legislative and regulatory requirements.

This unit applies to those required to maintain grenades to requirements as specified by Defence of the original equipment manufacturer.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for maintenance	1.1 Identify, analyse and confirm maintenance requirements of grenades. 1.2 Identify, acquire and confirm grenades to be maintained. 1.3 Identify, acquire and prepare technical references, tools, equipment, consumables and packaging components. 1.4 Identify, calculate, assess and apply net explosive quantities and compatibility. 1.5 Monitor and maintain environmental conditions.
2. Maintain grenades	2.1 Inspect grenades. 2.2 Conduct authorised maintenance. 2.3 Interpret emergency procedures and apply contingency plans. 2.4 Conduct and record required tests.
3. Finalise the maintenance activity	3.1 Return grenades to storage or transport condition. 3.2 Ensure serviceability of equipment/tools. 3.3 Conduct housekeeping procedures. 3.4 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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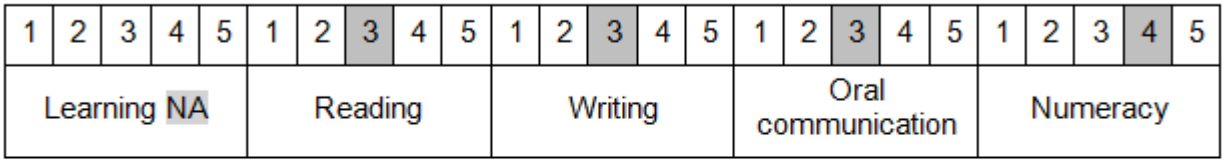
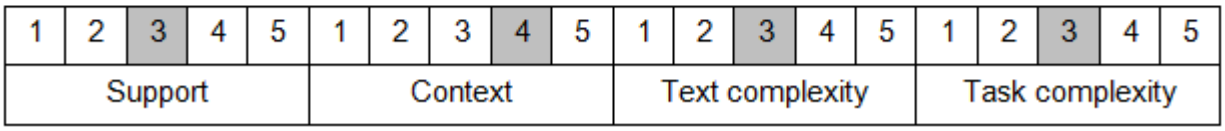
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO511D Maintain grenades.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO041 Maintain grenades

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting tests
- identifying and selecting appropriate tools and equipment
- identifying types of grenades
- using PPE
- conducting manual handling and using team lifting techniques
- handling dangerous goods and hazardous substances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- organisational safety requirements
- legislative and regulatory requirements while maintaining grenades

Operational knowledge of:

- colour coding, marking and labels
- documentation requirements
- effects of environmental conditions
- maintenance procedures
- operational safety

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- operations, characteristics and limitations of grenades to be maintained
- operations, characteristics and limitations of tools and equipment used in maintenance
- testing procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO042 Maintain mortar ammunition

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO512D Maintain mortar ammunition. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 removed • PC 3.1 reworded

Application

This unit describes the skills required to maintain mortar ammunition to requirements as specified by Defence or the original equipment manufacturer. The unit includes the identification and selection of tools and equipment, the application of organisational safety requirements and appropriate legislative and regulatory requirements.

This unit applies to those required to maintain mortar ammunition to requirements as specified by defence or the original equipment manufacturer.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as individuals and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for maintenance	1.1 Identify, analyse and confirm maintenance requirements of mortar ammunition. 1.2 Identify, acquire and confirm mortar ammunition to be maintained. 1.3 Identify, acquire and prepare technical references, tools, equipment, consumables and packaging components. 1.4 Identify, calculate, assess and apply net explosive quantities and compatibility. 1.5 Monitor and maintain environmental conditions.
2. Maintain mortar ammunition	2.1 Inspect mortar ammunition. 2.2 Conduct authorised maintenance. 2.3 Interpret emergency procedures and apply contingency plans. 2.4 Conduct and record required tests.
3. Finalise the maintenance activity	3.1 Return mortar ammunition to storage or transport condition. 3.2 Ensure serviceability of equipment/tools. 3.3 Conduct housekeeping procedures. 3.4 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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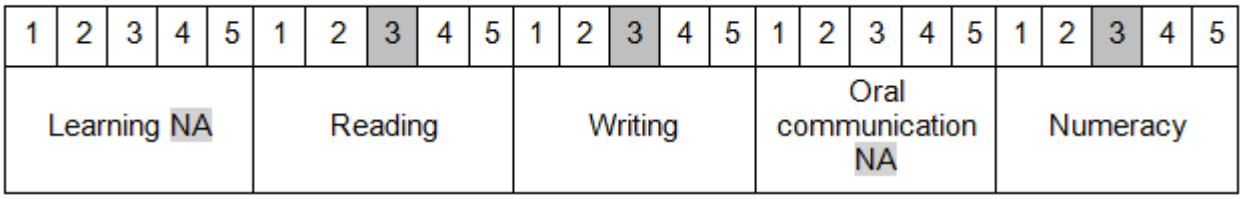
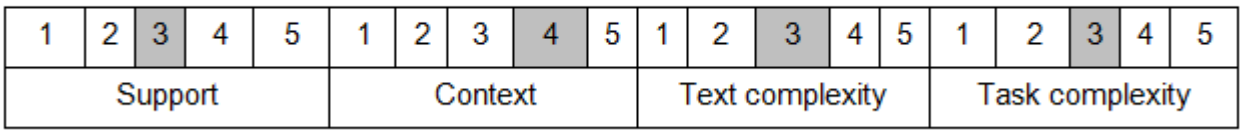
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Range of Conditions

Examples of ammunition/weapons include:	• mortar • gun • mines

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO512D Maintain mortar ammunition.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO042 Maintain mortar ammunition

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting tests
- identifying and selecting appropriate tools and equipment
- identifying types of mortar ammunition
- using PPE
- using manual handling techniques and team lifting techniques
- handling dangerous goods and hazardous substances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- organisational safety requirements
- legislative and regulatory requirements while maintaining mortar ammunition

Operational knowledge of:

- colour coding, marking and labels
- documentation requirements
- effects of environmental conditions
- maintenance procedures

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- operational safety
- operations, characteristics and limitations of mortar ammunition to be maintained
- operations, characteristics and limitations of tools and equipment used in maintenance
- testing procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO043 Maintain actuating devices

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO513D Maintain actuating devices. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 removed • PC 3.1 reworded

Application

This unit describes the skills required to maintain actuating devices to requirements as specified by Defence or the original equipment manufacturer. The unit includes the identification and selection of tools and equipment, the application of organisational safety requirements and appropriate legislative and regulatory requirements.

This unit applies to those required to maintain actuating devices to requirements as specified by Defence or the original equipment manufacturer.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for maintenance	1.1 Identify, analyse and confirm maintenance requirements of actuating devices. 1.2 Identify, acquire and confirm actuating devices to be maintained. 1.3 Identify, acquire and prepare technical references, tools, equipment, consumables and packaging components. 1.4 Identify, calculate, assess and apply net explosive quantities and compatibility. 1.5 Monitor and maintain environmental conditions.
2. Maintain actuating devices	2.1 Inspect actuating devices. 2.2 Conduct authorised maintenance. 2.3 Interpret emergency procedures and apply contingency plans. 2.4 Conduct and record required tests.
3. Finalise the maintenance activity	3.1 Return actuating devices to storage or transport condition. 3.2 Ensure serviceability of equipment/tools. 3.3 Conduct housekeeping procedures. 3.4 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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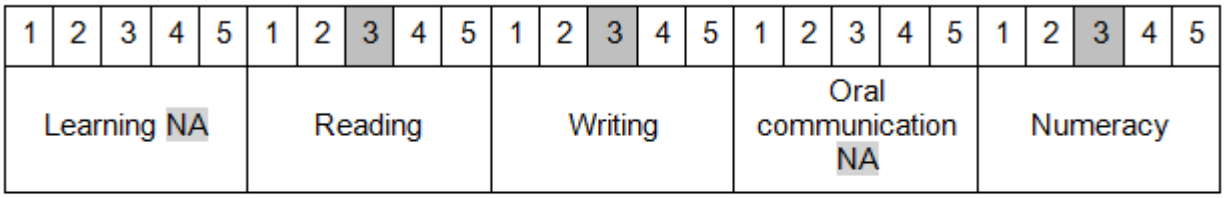
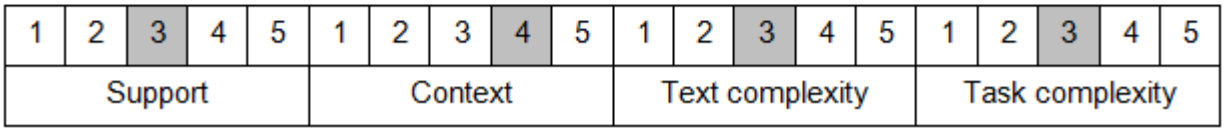
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO513D Maintain actuating devices.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO043 Maintain actuating devices

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting tests
- identifying and selecting appropriate tools and equipment
- identifying types of actuating devices
- using PPE
- conducting manual handling and using team lifting techniques
- handling dangerous goods and hazardous substances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- organisational safety requirements
- legislative and regulatory requirements while maintaining actuating devices

Operational knowledge of:

- colour coding, marking and labels
- documentation requirements
- effects of environmental conditions
- maintenance procedures

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- operational safety
- operations, characteristics and limitations of actuating devices to be maintained
- operations, characteristics and limitations of tools and equipment used in maintenance
- testing procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO044 Maintain pyrotechnics and countermeasures

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO514D Maintain pyrotechnics and countermeasures. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 removed • PC 3.1 reworded

Application

This unit describes the skills required to maintain pyrotechnics and countermeasures to requirements as specified by Defence or the original equipment manufacturer. The unit includes the identification and selection of tools and equipment, the application of organisational safety requirements and appropriate legislative and regulatory requirements.

This unit applies to those required to maintain pyrotechnics and countermeasures to requirements as specified by Defence or the original equipment manufacturer.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for maintenance	1.1 Identify, analyse and confirm maintenance requirements of pyrotechnics and countermeasures. 1.2 Identify, acquire and confirm pyrotechnics and countermeasures to be maintained. 1.3 Identify, acquire and prepare technical references, tools, equipment, consumables and packaging components. 1.4 Identify, calculate, assess and apply net explosive quantities and compatibility. 1.5 Monitor and maintain environmental conditions.
2. Maintain pyrotechnics and countermeasures	2.1 Inspect pyrotechnics and countermeasures. 2.2 Conduct authorised maintenance. 2.3 Interpret emergency procedures and apply contingency plans. 2.4 Conduct and record required tests.
3. Finalise the maintenance activity	3.1 Return pyrotechnics and countermeasures to storage or transport condition. 3.2 Ensure serviceability of equipment/tools. 3.3 Conduct housekeeping procedures. 3.4 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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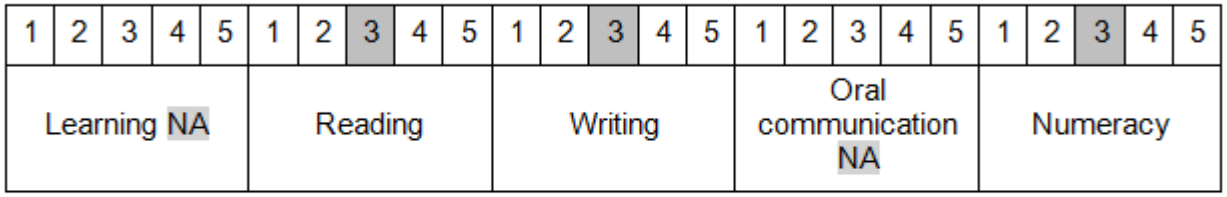
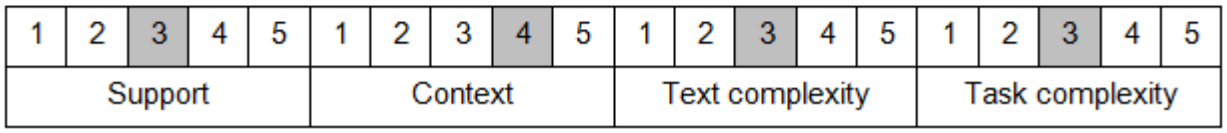
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO514D Maintain pyrotechnics and countermeasures.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO044 Maintain pyrotechnics and countermeasures

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting tests
- identifying and selecting appropriate tools and equipment
- identifying types of pyrotechnics and countermeasures
- using PPE
- conducting manual handling and using team lifting techniques
- handling dangerous goods and hazardous substances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- organisational safety requirements
- legislative and regulatory requirements while maintaining pyrotechnics and countermeasures

Operational knowledge of:

- colour coding, marking and labels
- documentation requirements
- effects of environmental conditions

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- maintenance procedures
- operational safety
- operations, characteristics and limitations of pyrotechnics and countermeasures to be maintained
- operations, characteristics and limitations of tools and equipment used in maintenance
- testing procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO045 Maintain guided weapons

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO515D Maintain guided weapons. • Unit code updated • Content and formatting updated to comply with the new standards. • All PC transitioned from passive to active voice • PC 1.2 removed • PC 3.1 reworded

Application

This unit describes the skills required to maintain guided weapons to requirements as specified by Defence or the original equipment manufacturer. The unit includes the identification and selection of tools and equipment, the application of organisational safety requirements and appropriate legislative and regulatory requirements.

This unit applies to those required to maintain guided weapons to requirements as specified by Defence or the original equipment manufacturer.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for maintenance	1.1 Identify, analyse and confirm maintenance requirements of guided weapons. 1.2 Identify, acquire and confirm guided weapons to be maintained. 1.3 Identify, acquire and prepare technical references, tools, equipment, consumables and packaging components. 1.4 Identify, calculate, assess and apply net explosive quantities and compatibility. 1.5 Monitor and maintain environmental conditions.
2. Maintain guided weapons	2.1 Inspect guided weapons. 2.2 Conduct authorised maintenance. 2.3 Interpret emergency procedures and apply contingency plans. 2.4 Conduct and record required tests.
3. Finalise the maintenance activity	3.1 Return guided weapons to storage or transport condition. 3.2 Ensure serviceability of equipment/tools. 3.3 Conduct housekeeping procedures. 3.4 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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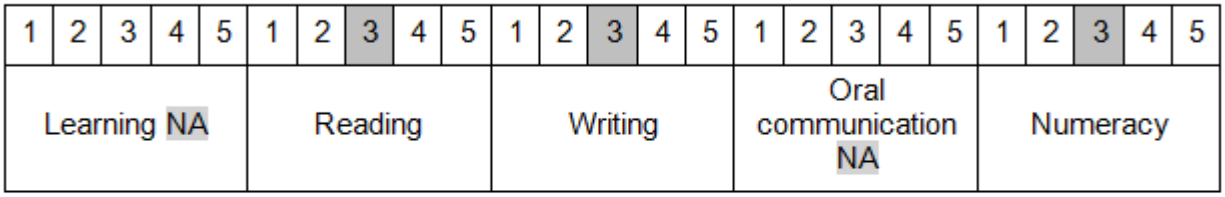
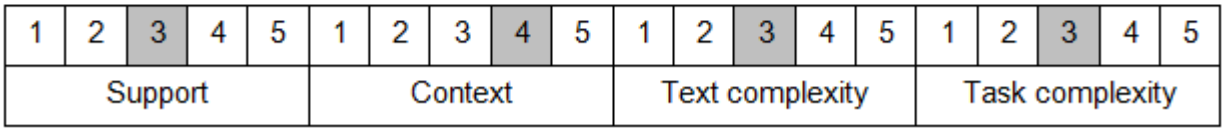
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO515D Maintain guided weapons.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO045 Maintain guided weapons

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting tests
- identifying and selecting appropriate tools and equipment
- identifying types of guided weapons
- using PPE
- conducting manual handling and using team lifting techniques
- handling dangerous goods and hazardous substances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- organisational safety requirements
- legislative and regulatory requirements while maintaining guided weapons

Operational knowledge of:

- colour coding, marking and labels
- documentation requirements
- effects of environmental conditions

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- maintenance procedures
- operational safety
- operations, characteristics and limitations of guided weapons to be maintained
- operations, characteristics and limitations of tools and equipment used in maintenance
- testing procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO046 Maintain free flight rockets

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO516D Maintain free flight rockets. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 removed • PC 3.1 reworded

Application

This unit describes the skills required to maintain free flight rockets to requirements as specified by Defence or the original equipment manufacturer. This includes the identification and selection of tools and equipment, the application of organisational safety requirements and appropriate legislative and regulatory requirements.

This unit applies to those required to maintain free flight rockets to requirements as specified by Defence or the original equipment manufacturer.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for maintenance	1.1 Identify, analyse and confirm maintenance requirements of free flight rockets. 1.2 Identify, acquire and confirm free flight rockets to be maintained. 1.3 Identify, acquire and prepare technical references, tools, equipment, consumables and packaging components. 1.4 Identify, calculate, assess and apply net explosive quantities and compatibility. 1.5 Monitor and maintain environmental conditions.
2. Maintain free flight rockets	2.1 Inspect free flight rockets. 2.2 Conduct authorised maintenance. 2.3 Interpret emergency procedures and apply contingency plans. 2.4 Conduct and record required tests.
3. Finalise the maintenance activity	3.1 Return free flight rockets to storage or transport condition. 3.2 Ensure serviceability of equipment/tools. 3.3 Conduct housekeeping procedures. 3.4 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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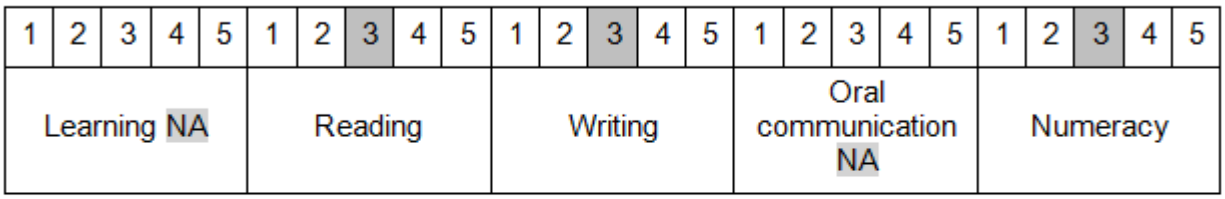
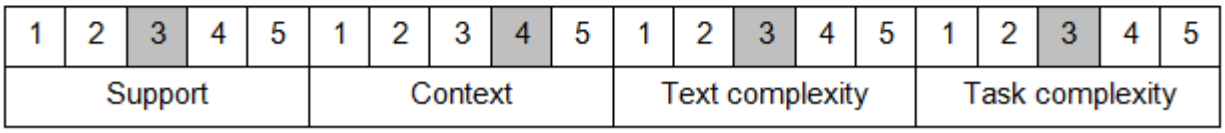
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO516D Maintain free flight rockets.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO046 Maintain free flight rockets

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting tests
- identifying and selecting appropriate tools and equipment
- identifying types of free flight rockets
- using PPE
- conducting manual handling and using team lifting techniques
- handling dangerous goods and hazardous substances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- organisational safety requirements
- legislative and regulatory requirements while maintaining free flight rockets

Operational knowledge of:

- colour coding, marking and labels
- documentation requirements
- effects of environmental conditions
- maintenance procedures

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- operational safety
- operations, characteristics and limitations of free flight rockets to be maintained
- operations, characteristics and limitations of tools and equipment used in maintenance
- testing procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO047 Maintain gun ammunition

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO517D Maintain gun ammunition. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 removed • PC 3.1 reworded

Application

This unit describes the skills required to maintain gun ammunition to requirements as specified by Defence or the original equipment manufacturer. The unit includes the identification and selection of tools and equipment, the application of organisational safety requirements and appropriate legislative and regulatory requirements.

This unit applies to those required to maintain gun ammunition to requirements as specified by Defence or the original equipment manufacturer.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for maintenance	1.1 Identify, analyse and confirm maintenance requirements of gun ammunition. 1.2 Identify, acquire and confirm gun ammunition to be maintained. 1.3 Identify, acquire and prepare technical references, tools, equipment, consumables and packaging components. 1.4 Identify, calculate, assess and apply net explosive quantities and compatibility. 1.5 Monitor and maintain environmental conditions.
2. Maintain gun ammunition	2.1 Inspect gun ammunition. 2.2 Conduct authorised maintenance. 2.3 Interpret emergency procedures and apply contingency plans. 2.4 Conduct and record required tests.
3. Finalise the maintenance activity	3.1 Return gun ammunition to storage or transport condition. 3.2 Ensure serviceability of equipment/tools. 3.3 Conduct housekeeping procedures. 3.4 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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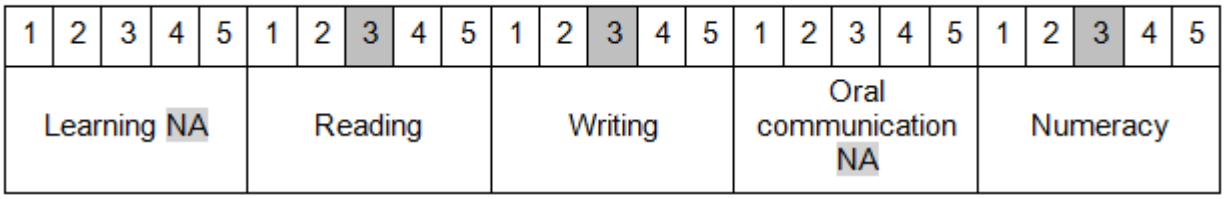
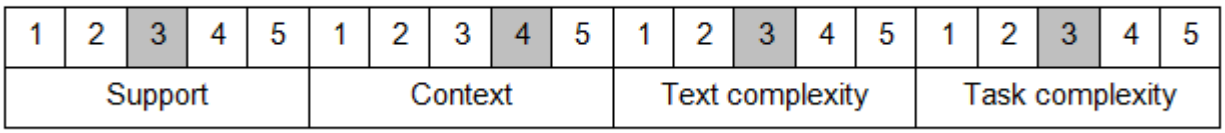
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO517D Maintain gun ammunition.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO047 Maintain gun ammunition

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting tests
- identifying and selecting appropriate tools and equipment
- identifying types of gun ammunition
- using PPE
- conducting manual handling and using team lifting techniques
- handling dangerous goods and hazardous substances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- organisational safety requirements
- legislative and regulatory requirements while maintaining gun ammunition

Operational knowledge of:

- colour coding, marking and labels
- documentation requirements
- effects of environmental conditions
- maintenance procedures

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- operational safety
- operations, characteristics and limitations of gun ammunition to be maintained
- operations, characteristics and limitations of tools and equipment used in maintenance
- testing procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO048 Maintain aerial delivered ordnance

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO518D Maintain aerial delivered ordnance. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 removed • PC 3.1 reworded

Application

This unit describes the skills required to maintain aerial delivered ordnance to requirements as specified by Defence or the original equipment manufacturer. This includes the identification and selection of tools and equipment, the application of organisational safety requirements and appropriate legislative and regulatory requirements.

This unit applies to those required to maintain aerial delivered ordnance to requirements as specified by Defence /original equipment manufacturer.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for maintenance	1.1 Identify, analyse and confirm maintenance requirements of aerial delivered ordnance. 1.2 Identify, acquire and confirm aerial delivered ordnance to be maintained. 1.3 Identify, acquire and prepare technical references, tools, equipment, consumables and packaging components. 1.4 Identify, calculate, assess and apply net explosive quantities and compatibility. 1.5 Monitor and maintain environmental conditions.
2. Maintain aerial delivered ordnance	2.1 Inspect aerial delivered ordnance. 2.2 Conduct authorised maintenance. 2.3 Interpret emergency procedures and apply contingency plans. 2.4 Conduct and record required tests.
3. Finalise the maintenance activity	3.1 Return aerial delivered ordnance to storage or transport condition. 3.2 Ensure serviceability of equipment/tools. 3.3 Conduct housekeeping procedures. 3.4 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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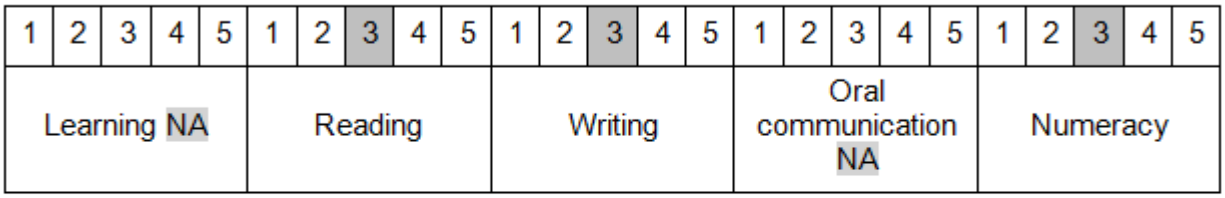
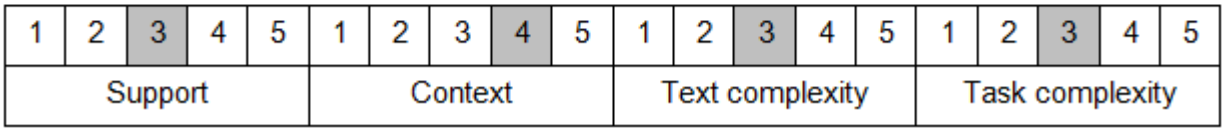
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO518D Maintain aerial delivered ordnance.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO048 Maintain aerial delivered ordnance

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting tests
- identifying and selecting appropriate tools and equipment
- identifying types of aerial delivered ordnance
- using PPE
- conducting manual handling and using team lifting techniques
- handling dangerous goods and hazardous substances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- organisational safety requirements
- legislative and regulatory requirements while maintaining aerial delivered ordnance

Operational knowledge of:

- colour coding, marking and labels
- documentation requirements
- effects of environmental conditions
- maintenance procedures

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- operational safety
- operations, characteristics and limitations of aerial delivered ordnance to be maintained
- operations, characteristics and limitations of tools and equipment used in maintenance
- testing procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO049 Maintain mines

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO519D Maintain mines. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 removed • PC 3.1 reworded

Application

This unit describes the skills required to maintain mines to requirements as specified by Defence or the original equipment manufacturer. This includes the identification and selection of tools and equipment, the application of organisational safety requirements and appropriate legislative and regulatory requirements.

This unit applies to those required to maintain mines to requirements as specified by Defence or the original equipment manufacturer.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for maintenance	1.1 Identify, analyse and confirm maintenance requirements of mines. 1.2 Identify, acquire and confirm mines to be maintained. 1.3 Identify, acquire and prepare technical references, tools, equipment, consumables and packaging components. 1.4 Identify, calculate, assess and apply net explosive quantities and compatibility. 1.5 Monitor and maintain environmental conditions.
2. Maintain mines	2.1 Inspect mines. 2.2 Conduct authorised maintenance. 2.3 Interpret emergency procedures and apply contingency plans. 2.4 Conduct and record required tests.
3. Finalise the maintenance activity	3.1 Return mines to storage or transport condition. 3.2 Ensure serviceability of equipment/tools. 3.3 Conduct housekeeping procedures. 3.4 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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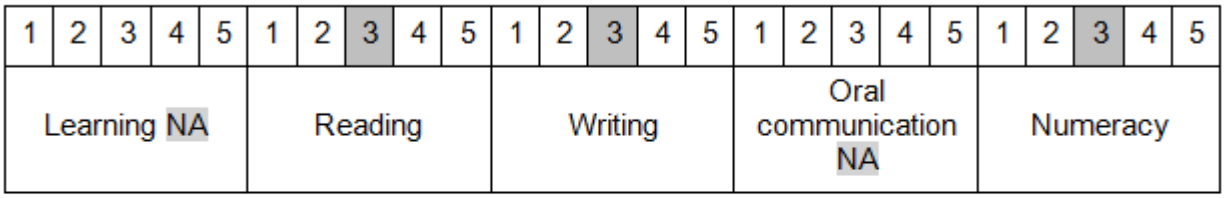
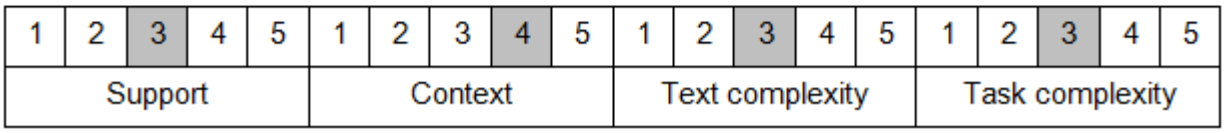
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO519D Maintain mines.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO049 Maintain mines

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting tests
- identifying and selecting appropriate tools and equipment
- identifying types of mines
- using PPE
- conducting manual handling and using team lifting techniques
- handling dangerous goods and hazardous substances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- organisational safety requirements
- legislative and regulatory requirements while maintaining mines

Operational knowledge of:

- colour coding, marking and labels
- documentation requirements
- effects of environmental conditions
- maintenance procedures
- operational safety

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- operations, characteristics and limitations of mines to be maintained
- operations, characteristics and limitations of tools and equipment used in maintenance
- testing procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO050 Maintain demolition stores

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO520D Maintain demolition stores. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 removed • PC 3.1 reworded

Application

This unit describes the skills required to maintain demolition stores to requirements as specified by Defence or the original equipment manufacturer. This includes the identification and selection of tools and equipment, the application of organisational safety requirements and appropriate legislative and regulatory requirements.

This unit applies to those required to maintain demolition stores to requirements as specified by Defence or the original equipment manufacturer.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for maintenance	1.1 Identify, analyse and confirm maintenance requirements of demolition stores. 1.2 Identify, acquire and confirm demolition stores to be maintained. 1.3 Identify, acquire and prepare technical references, tools, equipment, consumables and packaging components. 1.4 Identify, calculate, assess and apply net explosive quantities and compatibility. 1.5 Monitor and maintain environmental conditions.
2. Maintain demolition stores	2.1 Inspect demolition stores. 2.2 Conduct authorised maintenance. 2.3 Interpret emergency procedures and apply contingency plans. 2.4 Conduct and record required tests.
3. Finalise the maintenance activity	3.1 Return demolition stores to storage or transport condition. 3.2 Ensure serviceability of equipment/tools. 3.3 Conduct housekeeping procedures. 3.4 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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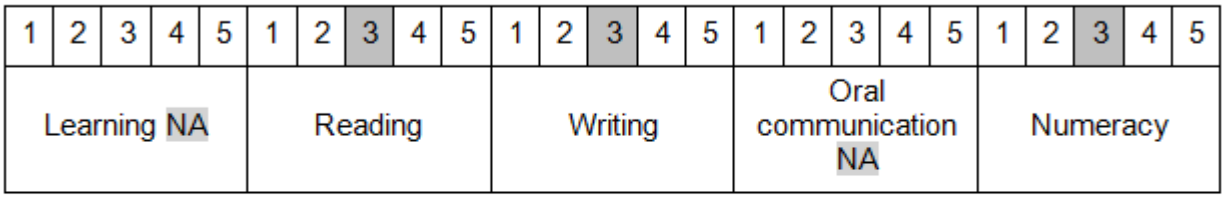
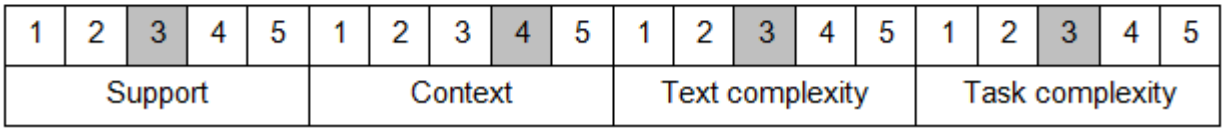
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO520D Maintain demolition stores.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO050 Maintain demolition stores

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting tests
- identifying and selecting appropriate tools and equipment
- identifying types of demolition stores
- using PPE
- conducting manual handling and using team lifting techniques
- handling dangerous goods and hazardous substances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- organisational safety requirements
- legislative and regulatory requirements while maintaining demolition stores

Operational knowledge of:

- colour coding, marking and labels
- documentation requirements
- effects of environmental conditions
- maintenance procedures

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- operational safety
- operations, characteristics and limitations of demolition stores to be maintained
- operations, characteristics and limitations of tools and equipment used in maintenance
- testing procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO051 Maintain aircraft egress systems

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO717C Maintain aircraft egress systems. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 and 1.4 removed • PC 3.1 reworded • Element 1 three new PC

Application

This unit describes the skills required to maintain aircraft egress systems to requirements as specified by Defence or the original equipment manufacturer. This includes the identification and selection of tools and equipment, the application of organisational safety requirements and appropriate legislative and regulatory requirements.

This unit applies to those required to maintain aircraft egress systems to requirements as specified by Defence or the original equipment manufacturer.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for maintenance	1.1 Identify, analyse and confirm maintenance requirements of aircraft egress systems. 1.2 Identify, acquire and confirm aircraft egress systems to be maintained. 1.3 Identify, acquire and prepare technical references, tools, equipment, consumables and packaging components. 1.4 Identify, calculate, assess and apply net explosive quantities and compatibility. 1.5 Monitor and maintain environmental conditions.
2. Maintain aircraft egress systems	2.1 Inspect aircraft egress systems. 2.2 Conduct authorised maintenance. 2.3 Interpret emergency procedures and apply contingency plans. 2.4 Conduct and record required tests.
3. Finalise the maintenance activity	3.1 Return aircraft egress systems to storage or transport condition. 3.2 Ensure serviceability of equipment/tools. 3.3 Conduct housekeeping procedures. 3.4 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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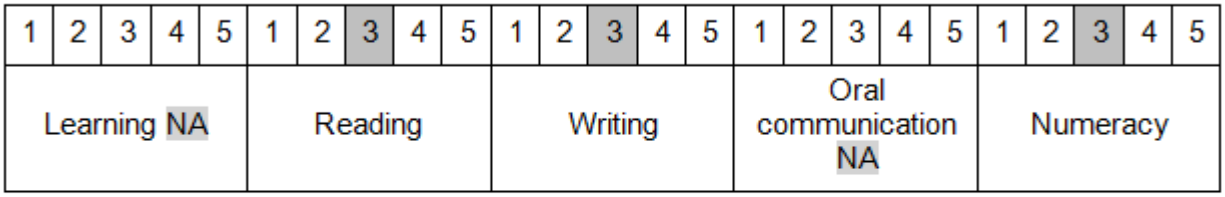
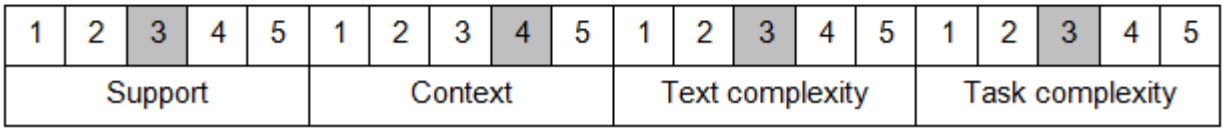
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO717C Maintain aircraft egress systems.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO051 Maintain aircraft egress systems

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting tests
- identifying and selecting appropriate tools and equipment
- identifying types of aircraft egress systems
- using PPE
- conducting manual handling and using team lifting techniques
- handling dangerous goods and hazardous substances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- organisational safety requirements
- legislative and regulatory requirements while maintaining aircraft egress systems

Operational knowledge of:

- colour coding, marking and labels
- documentation requirements
- effects of environmental conditions
- maintenance procedures

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- operational safety
- operations, characteristics and limitations of aircraft egress systems to be maintained
- operations, characteristics and limitations of tools and equipment used in maintenance
- testing procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO052 Maintain cartridge operated fire extinguisher systems

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO718C Maintain cartridge operated fire extinguisher systems. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 and 1.4 removed • PC 3.1 reworded • Element 1 three new PC

Application

This unit describes the skills required to maintain cartridge operated fire extinguisher systems to requirements as specified by Defence or the original equipment manufacturer. This includes the identification and selection of tools and equipment, the application of organisational safety requirements and appropriate legislative and regulatory requirements.

This unit applies to those required to maintain cartridge operated fire extinguisher systems to requirements as specified by Defence or the original equipment manufacturer.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a range of contexts.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for maintenance	1.1 Identify, analyse and confirm maintenance requirements of cartridge operated fire extinguisher systems. 1.2 Identify, acquire and confirm cartridge operated fire extinguisher systems to be maintained. 1.3 Identify, acquire and prepare technical references, tools, equipment, consumables and packaging components. 1.4 Identify, calculate, assess and apply net explosive quantities and compatibility. 1.5 Monitor and maintain environmental conditions.
2. Maintain cartridge operated fire extinguisher systems	2.1 Inspect cartridge operated fire extinguisher systems. 2.2 Conduct authorised maintenance. 2.3 Interpret emergency procedures and apply contingency plans. 2.4 Conduct and record required tests.
3. Finalise the maintenance activity	3.1 Return cartridge operated fire extinguisher systems to storage or transport condition. 3.2 Ensure serviceability of equipment/tools. 3.3 Conduct housekeeping procedures. 3.4 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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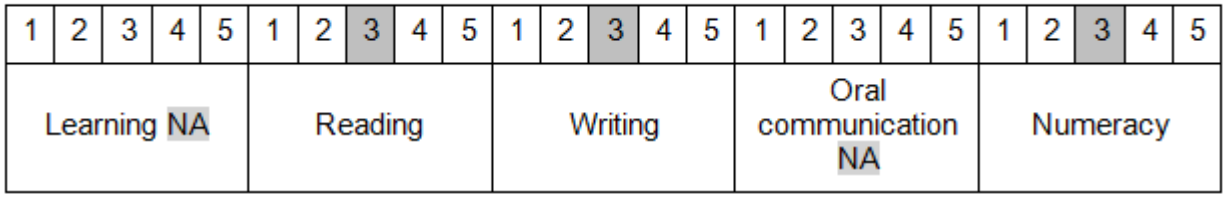
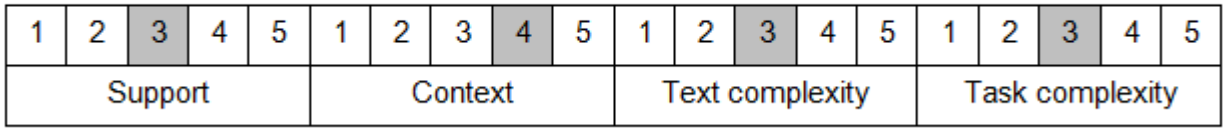
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO718C Maintain cartridge operated fire extinguisher systems.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO052 Maintain cartridge operated fire extinguisher systems

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting tests
- identifying and selecting appropriate tools and equipment
- identifying types of cartridge operated fire extinguisher systems
- using PPE
- conducting manual handling and using team lifting techniques
- handling dangerous goods and hazardous substances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- organisational safety requirements
- legislative and regulatory requirements while maintaining cartridge operated fire extinguisher systems

Operational knowledge of:

- colour coding, marking and labels
- documentation requirements
- effects of environmental conditions

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- maintenance procedures
- operational safety
- operations, characteristics and limitations of cartridge operated fire extinguisher systems to be maintained
- operations, characteristics and limitations of tools and equipment used in maintenance
- testing procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO061 Render explosive ordnance inert

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO719A Render explosive ordnance inert. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 and 2.4 removed • PC 3.1 reworded

Application

This unit describes the skills required to render explosive ordnance inert. Rendering explosive ordnance inert is normally undertaken to provide a training display or model but may also be used to allow transportation of specific explosive ordnance required for testing or analysis. It does not cover the authorisation process to render explosive ordnance inert.

This unit applies to personnel who are required to render explosive ordnance inert.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and/or as part of a team, under indirect supervision. They would use discretion and judgement and take responsibility for the quality of their outputs, while performing complex tasks in broad range of contexts

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare to render explosive ordnance inert	1.1 Identify requirement for explosive ordnance to be rendered inert from work requests/instructions. 1.2 Identify, acquire and prepare technical references, tools and equipment. 1.3 Acquire, prepare, move and position explosive ordnance to be rendered inert. 1.4 Identify, calculate, assess and apply net explosive quantities and compatibility throughout the operation. 1.5 Monitor environmental conditions.
2. Make explosive ordnance inert	2.1 Break down and/or disassemble explosive ordnance into components. 2.2 Process components in accordance with the requirements. 2.3 Reassemble and label inert components in accordance with requirements.
3. Finalise the operation	3.1 Ensure serviceability of equipment and tools. 3.2 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication NA					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO719A Render explosive ordnance inert.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO061 Render explosive ordnance inert

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying environmental constraints
- conduct housekeeping
- using tools and equipment
- using PPE
- using manual handling and team lifting techniques
- handling dangerous goods and hazardous substances
- breaking down explosive ordnance
- assembling and disassembling explosive components

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- characteristics and limitations of explosive ordnance to be rendered inert
- effects of environmental conditions
- operations, characteristics and limitations of tools and equipment required to render explosive ordnance inert
- organisational documentation requirements
- procedures for rendering explosive ordnance inert

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO062 Operate a small quantity explosives facility

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO216A Operate a small quantity explosives facility. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Unit title changed to better reflect unit outcomes • PC 1.2, 2.2 and 2.4 removed • PC 1.3, 2.3 and 2.6 reworded • Element 2 one new PC

Application

This unit describes the skills required to operate a storage facility licensed to contain a small quantity of explosive ordnance. This includes conforming to the facility licence, calculating net explosive quantity, applying compatibility constraints, ensuring package sealing requirements are applied and maintaining a range of documentation.

This unit applies to those required to operate a small quantity explosives facility.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a broad range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Confirm requirements of a small quantity facility	1.1 Identify small quantity facility requirements. 1.2 Manage facility in accordance with explosive limit licences. 1.3 Develop, approve and display storage plans.
2. Operate the facility	2.1 Identify, calculate, confirm and apply net explosive quantities and compatibility throughout the operation. 2.2 Confirm authorised packages, seals and marks comply with organisational requirements. 2.3 Issue and receipt items held in a small quantity facility. 2.4 Display hazard divisions including applicable supplementary fire symbols. 2.5 Interpret emergency procedure specific for the facility and apply contingency plans. 2.6 Monitor explosive license limit during operations using authorised record systems.
3. Maintain facility operating requirements	3.1 Ensure serviceability of equipment and tools. 3.2 Ensure housekeeping procedures are adhered to. 3.3 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO216A Operate a small quantity explosives facility.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO062 Operate a small quantity explosives facility

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying operational safety
- applying storage regulations
- conducting calculations relevant to the task
- interpreting and applying explosive limit licences
- inspecting tools and equipment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- documentation requirements
- explosive ordnance packaging and inspection requirements
- operational safety
- explosive licence limits
- storage regulations
- work condition class

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO063 Operate a large quantity explosives facility

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO217A Operate a large quantity explosives facility. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2, 1.3 and 2.3 removed • PC 1.4 and 2.5 reworded

Application

This unit describes the skills required to operate a storage facility licensed to contain a large quantity of explosive ordnance. This includes calculating net explosive quantity, applying compatibility constraints, ensuring package sealing requirements are applied and maintaining a range of documentation.

This unit applies to those required to develop and apply storage plans and operate a large quantity explosives facility.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a broad range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Confirm requirements of a large quantity facility	1.1 Identify large quantity facility requirements. 1.2 Manage facility in accordance with explosive limit licences. 1.3 Develop, approve and display storage plans.
2. Operate the facility	2.1 Identify, calculate, confirm and apply net explosive quantities and compatibility throughout the operation. 2.2 Ensure authorised packages, seals and marks comply with organisational requirements. 2.3 Issue and receipt items held in a large quantity facility. 2.4 Display hazard divisions including applicable supplementary fire symbols. 2.5 Interpret emergency procedure specific for the facility and apply contingency plans. 2.6 Monitor explosive license limit during operations using authorised record systems.
3. Maintain facility operating requirements	3.1 Ensure serviceability of equipment and tools. 3.2 Ensure housekeeping procedures are adhered to. 3.3 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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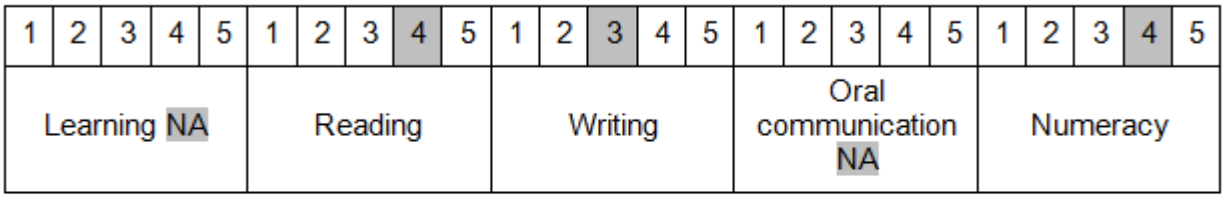
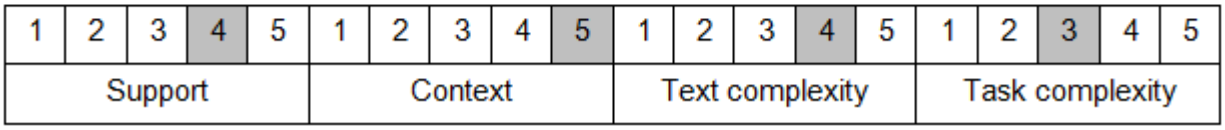
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO217A Operate a large quantity explosives facility.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO063 Operate a large quantity explosives facility

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying operational safety
- applying storage regulations
- conducting calculations relevant to the task
- interpreting and applying explosive limit licences
- inspecting tools and equipment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- documentation requirements
- explosive ordnance packaging and inspection requirements
- operational safety
- explosive licence limits
- storage regulations
- work condition class

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO064 Load and unload platforms

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO401D Load and unload platforms. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 3.1 removed • PC 1.1 reworded • Elements 2 and 3 merged

Application

This unit describes the skills required to load and unload explosive ordnance to and from sea, land and air military platforms. This includes all military operational sea, land and air systems/equipment where the explosive ordnance is designed to be used by the system/equipment in support of its offensive or defensive characteristics/capabilities.

This unit applies to those required to load and unload explosive ordnance to and from sea, land and air military platforms.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a broad range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare explosive ordnance for loading/unloading	1.1 Identify explosive ordnance and determine appropriate handling, loading/unloading and storage requirements. 1.2 Identify special to purpose handling/transport equipment and safety/emergency procedures associated with the task. 1.3 Identify additional fittings and aids for loading/unloading and ascertain their availability and serviceability. 1.4 Prepare explosive ordnance for loading/unloading. 1.5 Prepare and position lifting/transfer equipment appropriate for the loading/unloading task.
2. Load/unload platform	2.1 Lift/move/relocate explosive ordnance. 2.2 Position and utilise additional fittings and/or loading aids. 2.3 Fit or remove explosive ordnance from the platform. 2.4 Interpret emergency procedures and apply contingency plans. 2.5 Complete associated documentation and forward to relevant personnel.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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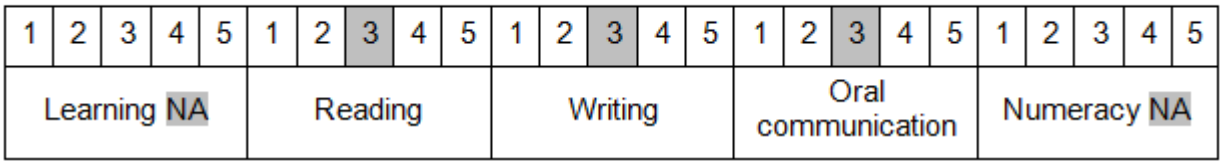
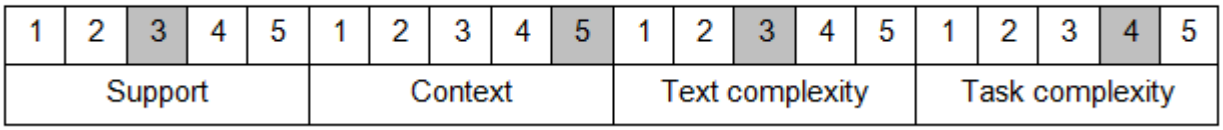
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO401D Load and unload platforms.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO064 Load and unload platforms

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- identifying serviceability of safety systems
- preparing and inspecting items of explosive ordnance for loading/unloading
- loading/unloading items of explosive ordnance to/from a platform
- securing and documenting the loading/unloading of items of explosive ordnance to/from a platform
- using and applying safety mechanisms including locking mechanisms and dead man brakes
- using special to purpose loading/unloading and handling equipment associated with the explosive ordnance
- ensuring the appropriate preparatory, execution, securing and documentation actions are taken
- inspecting explosive ordnance to confirm serviceability and configuration

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- WHS requirements for the operation including emergency procedures to be implemented
- procedures for loading/unloading a specific item of explosive ordnance to/from a platform
- relevant characteristics and requirements of the explosive ordnance to be loaded/unloaded

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- use and application of any special to purpose loading/unloading equipment to be used
- use and capacity of lifting/transfer equipment

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO065 Prepare and arm weapon systems

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO710D Prepare and arm weapon systems. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 and 2.1 removed

Application

This unit of competency is not cleared for public access.

Defence units that require Defence clearance for access are not included in this document. Public access to these units has the potential to compromise Defence operations and security as well as place members of the public and Defence Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australian Defence Force. Contact Government Skills Australia for more information, visit the website available in the links.

Elements and Performance Criteria

Not For Public Access.

Foundation Skills

Not For Public Access.

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Unit Mapping Information

This unit supersedes and is equivalent to DEFEO710D Prepare and arm weapon systems.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO065 Prepare and arm weapon systems

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Not For Public Access.

Knowledge Evidence

Not For Public Access.

Assessment Conditions

Not For Public Access.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO066 Inspect explosive facilities

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO207C Inspect explosive facilities. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.4, 2.4 and 3.1 removed • PC 2.1 & 2.2 merged • Element 1 reworded and one new PC

Application

This unit describes the skills required to prepare, conduct and follow up the formal inspection of explosive facilities. Explosive facility inspections apply to all potential explosion sites and are part of the quality and safety control processes.

This unit applies to those required to prepare, conduct and follow up the formal inspection of explosive facilities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform routine tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for inspection	1.1 Identify, and confirm explosive facility to be inspected. 1.2 Identify and assemble documentation related to the facility. 1.3 Liaise with relevant personnel. 1.4 Review previous inspection and maintenance history documentation.
2. Conduct inspection	2.1 Confirm adherence to security, safety and licensing requirements applicable to the facility. 2.2 Confirm adherence to maintenance and housekeeping standards.
3. Carry out post inspection procedures	3.1 Identify and report non-compliances. 3.2 Brief relevant personnel on non-compliances. 3.3 Maintain documentation, records and reports related to the inspection.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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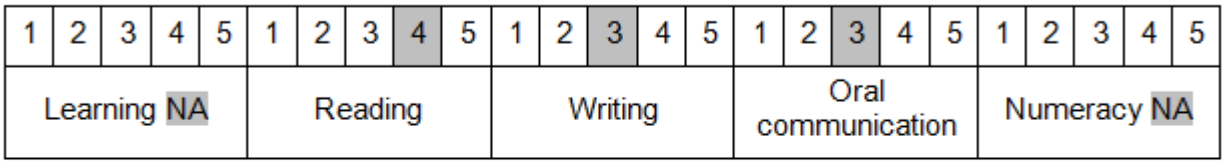
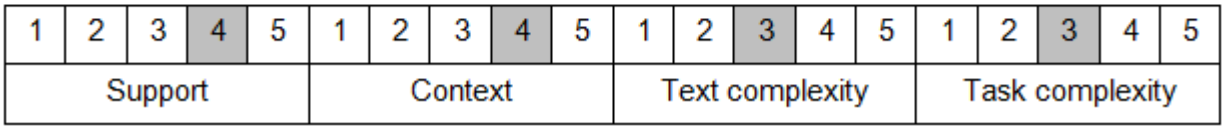
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO207C Inspect explosive facilities.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO066 Inspect explosive facilities

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- communicating with stakeholders effectively
- identifying problems and non-adherence to policy and standards

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- documentation requirements
- inspection procedures
- net explosive quantity and compatibility relevant to the facility
- policies and procedures applicable to explosive facilities
- reporting requirements

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO067 License explosive facilities and potential explosive sites

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO212C License explosive ordnance facilities and potential explosive sites. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.4 removed • Element 1 one new PC • Elements 2 and 3 merged • One new element

Application

This unit describes the skills required to inspect and license explosive ordnance facilities and potential explosion sites and review current licences. Explosive ordnance licensing applies to all potential explosion sites and is part of the quality and safety control processes. It includes inspecting the potential explosive facility, applying formulae to determine the net explosive quantity and compatibility for the facility, and preparing the licensing documentation for approval.

This unit applies to personnel who are required to license explosive ordnance facilities and potential explosion sites, and review current licences.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

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Those undertaking this unit would work independently and as part of a team, under indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform complex tasks in a broad range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan and prepare for licensing	1.1 Identify and confirm explosive ordnance facility to be licensed. 1.2 Identify and assemble documentation related to the facility. 1.3 Liaise with relevant personnel. 1.4 Review previous licensing history documentation.
2. Inspect facility	2.1 Confirm serviceability of the facility. 2.2 Confirm construction standards of the facility. 2.3 Take measurements in accordance with licensing requirements. 2.4 Apply formulae and perform calculations on measurements. 2.5 Compare data to licensing requirements to identify shortfalls.
3. Prepare licence application	3.1 Confirm shortfalls have been rectified. 3.2 Prepare licensing documentation and forward to approving authority. 3.3 Ensure documentation, records and reports related to the facility licence are maintained.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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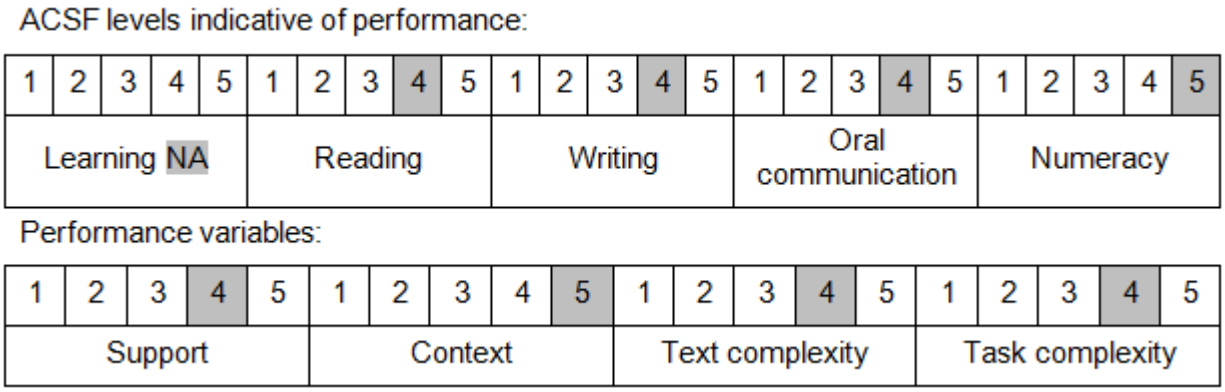

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO212C License explosive ordnance facilities and potential explosive sites.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO067 License explosive facilities and potential explosive sites

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- calculating licensing requirements
- communicating with stakeholders effectively
- identifying problems and non-adherence to policy and standards
- undertaking measurements of volume, length, width, perimeter and area

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- explosive ordnance licensing formulae
- documentation requirements
- inspection procedures
- policies and procedures applicable to licensing

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO068 Establish and operate an explosive field storage site

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO213A Establish and operate an explosive field storage site. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.1 removed • PC 1.3 and 1.4 merged • PC 2.3 and 3.1 reworded

Application

This unit describes the skills required to establish and operate an explosive field storage site. It includes establishing the site maintaining all explosive safety and work health and safety (WHS) requirements, operating the site in support of the organisation and maintaining all relevant documentation. It does not cover the planning of the site.

This unit applies to those required to establish and operate an explosive field storage site to support an operational or training deployment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Establish an explosive field storage site	1.1 Establish explosive field storage site layout in accordance with the authorised plan. 1.2 Identify and apply safety and security requirements.
2. Operate an explosive field storage site	2.1 Issue and receive explosives in accordance with demand. 2.2 Monitor and report consumption rates. 2.3 Identify and report operational requirements. 2.4 Identify, calculate, analyse and apply net explosive quantities and compatibility throughout the operation. 2.5 Apply lifting policies.
3. Maintain documentation	3.1 Action explosives documentation impacting serviceability or operational restrictions. 3.2 Maintain explosives records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO213A Establish and operate an explosive field storage site.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO068 Establish and operate an explosive field storage site

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing and evaluating information
- implementing emergency, safety and security procedures
- preparing and presenting reports

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- explosive lifting policy, instructions and procedures
- licensing requirements for field storage
- quantity distances for field storage
- explosive field storage principles

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO069 Plan loading of dangerous goods

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO214A Plan loading of dangerous goods. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Elements 1 and 2 merged, and PC reordered and revised • Elements 3 and 4 merged, and all PC reordered and revised

Application

This unit describes the skills required to plan loading of dangerous goods in accordance with relevant regulatory requirements and workplace procedures. It includes assessing the goods/freight to be loaded, planning the transfer and loading operations, and completing all required documentation.

This unit applies to personnel with responsibility for resource coordination and allocation.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit work autonomously, usually managing individuals and teams. They would use discretion and judgement, and take responsibility for the quality of their output. They would perform complex tasks in a broad range of complex contexts utilising strategic and highly specialised knowledge.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan transfer/loading operations	1.1 Coordinate and liaise with stakeholders. 1.2 Identify goods to be transported. 1.3 Assess compatibility of dangerous goods. 1.4 Determine degree of risk for transported dangerous goods. 1.5 Plan segregation and storage requirements for safe transport. 1.6 Develop plans for dangerous goods transfer/loading operations and communicate to relevant personnel. 1.7 Determine marking and placard load requirements. 1.8 Plan and coordinate delivery and pick up operations. 1.9 Identify risks and shortfalls and develop contingency plans. 1.10 Provide team briefings and coordinate resource allocations.
2. Document and review procedures	2.1 Document dangerous goods loading procedures to meet organisational requirements including completion of dangerous goods declarations. 2.2 Assess shipping documentation. 2.3 Check drivers/operators and dangerous goods licenses and insurance requirements in relation to load. 2.4 Record and report variations in load deliveries and pick-ups. 2.5 Evaluate and refine planning processes and procedures in response to operational feedback. 2.6 Manage records and documents.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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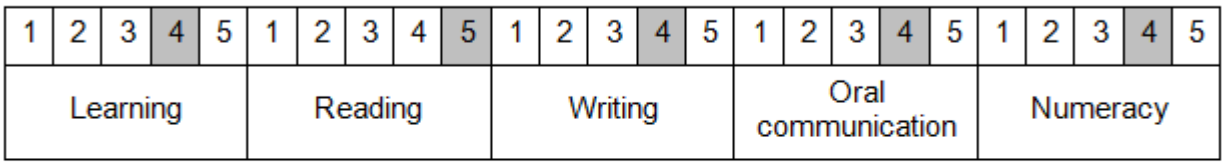
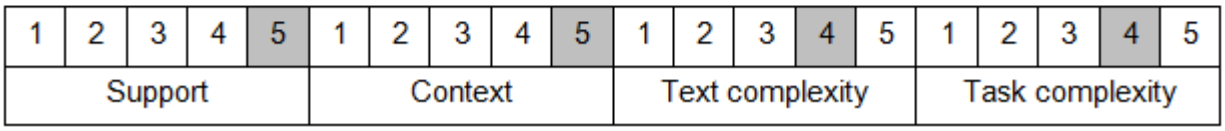
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO214A Plan loading of dangerous goods.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO069 Plan loading of dangerous goods

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- identifying and solving problems that may arise during the planning of the loading of dangerous goods
- identifying factors in work schedules, time and resource requirements when planning the loading of dangerous goods
- identifying hazards that may exist during the loading/transferring of dangerous goods and hazardous substances and ways of controlling the risks involved
- managing and prioritising work and coordinating self and others in relation to workplace activities
- modifying activities to cater for variations in workplace contexts and environment
- providing customer/client service
- providing leadership to others
- interpreting operational and technical data, instructions and manuals
- suggesting improvements to workplace operations, and negotiating changes
- determining required permits and compliance with relevant regulations/codes of practice
- applying security requirements
- complying with Explosive Licence Limits

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

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Strategic knowledge of:

- relevant aspects of AEC and ADG code and relevant Australian Standards applicable to dangerous goods and hazardous substances
- application of Explosive Transport Regulations and/or organisational policies and procedures for transportation of dangerous goods
- application of Explosive Licences Limits
- relevant Australian and international standards and associated certification requirements
- permit and licence requirements
- relevant regulations and codes concerning the handling, loading and transport of goods and freight

In-depth knowledge of:

- equipment applications, capacities, configurations, safety hazards and control
- operation of maintenance systems, resources, management and workplace operating systems
- quality and customer service standards, policies and procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO070 Conduct technical explosive investigations

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO205C Conduct technical explosive ordnance investigations. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.2, 3.2, 5.1 and 6.2 removed • PC 4.2 & 4.3 merged • PC 5.3 reworded • Elements 1 & 2 merged

Application

This unit describes the skills required to conduct investigations and to prepare options and solutions in matters concerning the performance of explosives and/or their means of delivery. An investigation may be conducted into any explosive process/operation and may be undertaken at all levels within an organisation for both internal and external agencies.

Investigations may be initiated by the Terms of Reference and/or Instruments of Appointment. In the case of an explosive incident, the reporting of the incident is sufficient, with processes and procedures providing the direction for inquiry. Investigations may be either preliminary or technical in nature.

This unit applies to those required to conduct technical investigations and to prepare options and solutions in matters concerning the performance of explosive and/or their means of delivery.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

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Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform complex tasks in a broad range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Liaise with customer	1.1 Identify customer requirements. 1.2 Obtain methodology, coordination requirements and necessary authorisation to progress the investigation. 1.3 Determine report requirements in terms of frequency, timing and format to meet customer needs. 1.4 Establish investigation objectives.
2. Select and implement procedures	2.1 Select and apply procedures that incorporate appropriate and feasible methods. 2.2 Implement procedures to enable investigation objectives to be met within budget and time constraints.
3. Examine the evidence	3.1 Identify, collect and preserve evidence as required. 3.2 Consider legislative, statutory, regulatory and organisational requirements in the examination of evidence.
4. Provide and evaluate findings	4.1 Evaluate findings against specified criteria. 4.2 Provide recommendations to reduce risk of reoccurrence.
5. Prepare and present investigation reports	5.1 Prepare investigation reports and present to customer. 5.2 Provide evidence to inquiries/courts as required.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO205C Conduct technical explosive ordnance investigations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO070 Conduct technical explosive investigations

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting interviews
- conducting research
- liaising with customers

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- analytical and evaluation processes
- characteristics, technical capabilities, effects, employment and limitations of explosive / weapons/weapon systems
- investigative methodologies and processes
- maintaining evidence
- research methodologies

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO071 Test for the presence of explosive substances

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO716C Test for explosive substances. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 and 1.6 removed

Application

This unit describes the skills required to conduct material testing to determine the presence of an explosive substance. It includes the requirements for planning tests, carrying out tests, performing analysis, and recording and reporting test results.

This unit applies to those required to conduct material testing to determine the presence of an explosive substance.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and/or as part of a team, under indirect supervision. They would use discretion and judgement and take responsibility for the quality of their outputs, while performing routine tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan and prepare for testing	1.1 Identify requirement for substances testing from work requests/instructions. 1.2 Select appropriate testing methods. 1.3 Identify, acquire and prepare technical references, testing tools and equipment. 1.4 Confirm security of the test site.
2. Conduct tests	2.1 Perform tests to identify properties of the substances. 2.2 Compare test results with standards, charts and tables in order to identify unknown materials. 2.3 Interpret emergency procedures and apply contingency plans.
3. Finalise the testing procedures	3.1 Determine and carry out sentencing action. 3.2 Complete and maintain documentation, records and related reports.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy NA					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO716C Test for explosive substances.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO071 Test for the presence of explosive substances

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying analysis techniques and technologies
- applying safety policies and structures
- using testing tools and equipment
- using PPE
- using manual handling and team lifting techniques
- handling dangerous goods and hazardous substances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- characteristics and limitations of testing equipment
- explosive chemistry
- organisational documentation requirements
- properties and characteristics of explosives
- properties and characteristics of testing chemicals

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO081 Apply a knowledge of the service environment

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO206C Apply a knowledge of the service environment. • Unit code updated • Content and formatting updated to comply with the new standards. • All PC transitioned from passive to active voice • PC 2.1, 2.2 and 2.3 merged • Element 2 two new PC

Application

This unit describes the skills required to apply knowledge of the service environment to the development and implementation of current work practice, procedures and policy. An understanding of the service environment in which the explosive ordnance and/or weapons systems are to be deployed and used is an essential consideration in the development and implementation of policy, reports, instruction or advice related to them.

This unit applies to those required to develop and implement an explosive ordnance and/or weapons systems policy, report, instruction or advice.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform complex tasks in a broad range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Determine service environments	1.1 Identify service environments in accordance with operational requirements. 1.2 Research and identify environmental extremes related to the service environments.
2. Use knowledge of service environments to assist in work and to guide problem solving	2.1 Identify service environmental effects on explosive ordnance and/or weapons systems and consider when developing options or recommendations and providing advice. 2.2 Use service environment knowledge when providing recommendations or advice. 2.3 Use service environment knowledge when writing policy, instructions or reports.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO206C Apply a knowledge of the service environment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO081 Apply a knowledge of the service environment

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- researching environmental extremes in service operating environment from recognised industry resources
- interpreting environmental effects relevant to explosive ordnance
- writing of policy, reports, or instructions
- providing recommendations or advice

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- environmental effects relevant to explosive ordnance
- environmental extremes in service operating environment
- awareness of recognised industry resources

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO082 Apply a knowledge of explosives

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO211D Apply a knowledge of explosive ordnance. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.1 removed • PC 1.3 and 2.2 reworded • PC 2.3 & 2.4 merged • Element 2 reworded

Application

This unit describes the skills required to analyse and apply knowledge of explosives to support a variety of applications including acquisitions, audits, inspections, policy implementation, technical manual development, platform integration, configuration, staff processes, transport, disposal, trials and inter-operability.

This unit applies to those required to analyse and apply knowledge of explosives. The candidate would often hold technical skills that would need to be contextualised to the explosive environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform complex tasks in a broad range of contexts.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Access and analyse explosives information	1.1 Identify and analyse relevant explosives safety, legislative, statutory, regulatory and organisational requirements. 1.2 Determine the relevance and application to the organisation. 1.3 Identify and analyse explosives relevant to specific work process.
2. Apply explosives knowledge to work practice	2.1 Plan processes in accordance with explosives safety, legislative, statutory, regulatory and organisational requirements. 2.2 Assess, review and record effectiveness of work process, and adjust as required.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO211D Apply a knowledge of explosive ordnance.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO082 Apply a knowledge of explosives

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing information
- adhering to relevant WHS requirements and operational safety
- solving problems
- developing work plans that incorporate explosives knowledge
- developing workplace documentation including reports

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- design principles of explosives
- explosives audit and inspections requirements
- inter-operability of explosives
- weapon system and platform integration
- organisational role relevant to explosives
- specific properties of explosives including:
  - chemical properties
  - physical properties
  - material and structural properties

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Operational knowledge of:

- application of explosives
- effects of explosives
- explosives maintenance procedures
- explosives storage, handling and transportation requirements
- general properties of explosives
- safety, legislative and statutory requirements relevant to explosives

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO083 Apply explosive ordnance design principles

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO709D Apply explosive ordnance design principles. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • All Elements and PC rewritten with operational outcome of the unit maintained

Application

This unit describes the skills required to apply design principles of explosive ordnance in the conduct of various explosive ordnance operations and processes, such as demolition operations, improvised explosive device disposal operations, trials, technical investigations, platform integration, configuration, maintenance and interoperability.

This unit applies to those required to apply design principles of explosive ordnance in the conduct of various explosive ordnance operations and processes.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and/or as part of a team, under indirect supervision, performing sophisticated tasks in a broad range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Research and analyse design principles	1.1 Identify and acquire references relevant to the design principles of explosive ordnance, components and associated weapons systems. 1.2 Analyse design principle requirements within research material to develop weapons systems design criteria. 1.3 Determine performance characteristics from the analysis of the design criteria and technical data.
2. Apply design criteria	2.1 Determine explosives, explosive components and associated non-explosive components to achieve weapons design solutions. 2.2 Design and prove a weapon solution. 2.3 Complete documentation associated with the tasks.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication NA					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO709D Apply explosive ordnance design principles.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO083 Apply explosive ordnance design principles

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing, interpreting and applying technical information
- applying quantitative and qualitative analysis
- applying research techniques
- determining the characteristics and the performance characteristics of explosive ordnance, components and associated weapons systems

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- analysis processes and techniques
- characteristics, technical capabilities and limitations of explosive ordnance, components and associated weapons systems
- design principles of explosive ordnance, components and associated weapons systems
- explosions and terminal effects
- explosive chemistry, physics and materials
- weaponeering
- methods of explosive ordnance deployment

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO084 Apply knowledge of explosive chemistry

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO001 Apply knowledge of explosive ordnance chemistry. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.1 removed

Application

This unit describes the skills required to analyse and apply knowledge of the chemistry of explosives. The application of the knowledge of explosive chemistry is specific to the work being undertaken by individuals involved within a variety of applications including manufacturing, policy development, technical manual development, platform integration, configuration, staff processes, transport, disposal, trials and inter-operability.

This unit applies to those required to analyse the chemistry of explosives in the context of their work environment and in relation to their workplace functions.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would make high level, fully independent judgements, applying functional knowledge of the chemistry of explosives, analysing complex data and producing specific documents detailing the outcomes of highly specialised technical functions. They would perform sophisticated tasks in a broad range of specialised contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Access and analyse relevant explosive chemical information	1.1 Identify the purpose of the required analysis, including the relevance of the chemistry of explosives. 1.2 Identify and obtain explosives safety, legislative and statutory requirements. 1.3 Analyse the information obtained to determine the relevance within its application and in the context of the organisation. 1.4 Formulate outcomes of the analysis and provide recommendations.
2. Implement recommendations specific to explosives	2.1 Establish work being undertaken and apply the relevant recommendations. 2.2 Assess, review and record effectiveness of the recommendations. 2.3 Adjust recommendations if required and document for future application.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Learning NA	Reading	Writing	Oral communication	Numeracy

Performance variables:

1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Support	Context	Text complexity	Task complexity

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO001 Apply knowledge of explosive ordnance chemistry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO084 Apply knowledge of explosive chemistry

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying safety, legislative and statutory requirements relevant to explosive chemistry
- interpreting organisation role relevant to explosive chemistry
- using appropriate information technology and software
- identifying relevant information
- conducting research
- analysing and evaluating information
- writing research reports including recommendations
- adhering to relevant work health and safety requirements and operational safety

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- principles of atomic theory, chemical bonding and organic chemistry
- properties of explosives and explosive compounds
- explosive process
- principles of thermodynamics, including:
  - oxygen balance of explosives
  - products of detonation

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  - heats of formation
- decomposition mechanisms of explosives, including:
  - atmospheric effects on the rate of degradation of an explosive
  - signs of degradation in explosive fills
- insensitive munitions
- toxicology of explosives

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO085 Apply knowledge of explosive physics

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO002 Apply knowledge of explosive ordnance physics. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.1 removed

Application

This unit describes the skills required to analyse and apply knowledge of the physics of explosives. The application of the knowledge of explosive physics is specific to the work being undertaken by individuals involved within a variety of applications including manufacturing, policy development, technical manual development, platform integration, configuration, staff processes, transport, disposal, trials and inter-operability.

This unit applies to those required to analyse the physics of explosives in the context of their work environment and in relation to their workplace functions.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would make high level, fully independent judgements, applying a detailed knowledge of the physics of explosives, analysing complex data and producing specific documents detailing the outcomes of highly specialised technical functions. They would perform sophisticated tasks in a broad range of specialised contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Access and analyse relevant explosive physics information	1.1 Identify the purpose of the required analysis, including the relevance of the physics of explosives. 1.2 Identify and obtain explosives safety, legislative and statutory requirements. 1.3 Analyse the information obtained to determine the relevance within its application and in the context of the organisation. 1.4 Formulate outcomes of the analysis and provide recommendations.
2. Implement recommendations specific to explosive physics	2.1 Establish work being undertaken and apply the relevant recommendations. 2.2 Assess, review and record effectiveness of the recommendations. 2.3 Adjust recommendations if required and document for future application.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO002 Apply knowledge of explosive ordnance physics.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO085 Apply knowledge of explosive physics

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying safety, legislative and statutory requirements relevant to explosive physics
- interpreting organisation role relevant to explosive physics
- using appropriate information technology and software
- identifying relevant information
- conducting research
- analysing and evaluating information
- writing research reports including recommendations
- adhering to relevant work health and safety requirements and operational safety

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- electro explosive hazards (EEH) protection
- comparative measures of an explosive, including:
  - compatibility
  - stability
  - sensitivity
  - sensitiveness

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  - brisance
  - power of explosive
  - figure of insensitivity
  - TNT equivalence
  - critical diameter
  - velocity of detonation
  - heat of explosion
  - temperature of explosion
  - gas volume
  - power index
  - rate of burning
  - detonation pressure
- generic design principles to the design and selection of a weapon system, including:
  - propulsion systems
  - warheads
  - guidance and seeker systems
  - aerodynamics
  - hydrodynamics
  - ballistics
  - fuze systems
  - gun systems
  - bombs
  - pyrotechnics
  - electronic protection measures
  - platform integration
  - egress systems

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO086 Apply knowledge of explosive materials

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO003 Apply knowledge of explosive ordnance materials. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.1 removed

Application

This unit describes the skills required to analyse and apply knowledge of explosives, structures and materials used in the manufacture of explosives, structures and targets. The application of the knowledge of explosive materials is specific to the work being undertaken by individuals involved within a variety of applications including manufacturing, targeting, policy development, technical manual development, platform integration, configuration, staff processes, transport, disposal, trials and inter-operability.

This unit applies to those required to analyse explosive materials in the context of their work environment and in relation to their workplace functions.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would make high level, fully independent judgements, applying a detailed knowledge of explosive materials, analysing complex data and producing specific documents detailing the outcomes of highly specialised technical functions. They would perform sophisticated tasks in a broad range of specialised contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Access and analyse relevant explosive materials information	1.1 Identify the purpose of the required analysis, including the relevance of the explosive materials involved. 1.2 Identify and obtain explosive safety, legislative and statutory requirements. 1.3 Analyse the information obtained to determine the relevance within its application and in the context of the organisation. 1.4 Formulate outcomes of the analysis and provide recommendations.
2. Implement recommendations specific to explosive materials	2.1 Establish work being undertaken and apply the relevant recommendations. 2.2 Assess, review and record effectiveness of the recommendations. 2.3 Adjust recommendations if required and document for future application.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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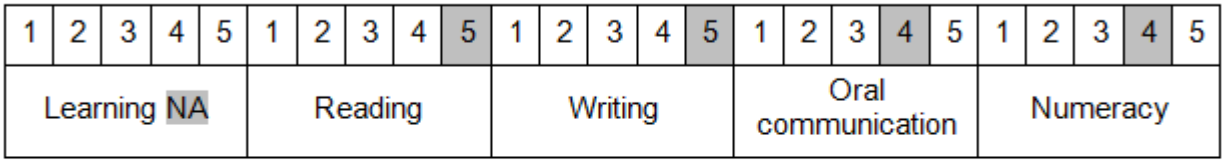
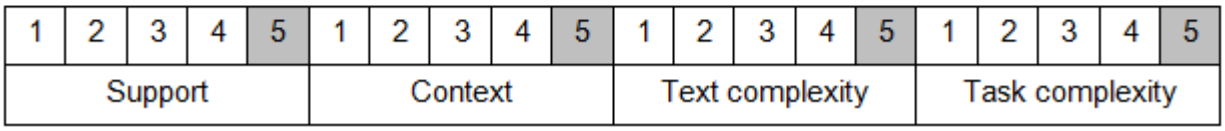
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO003 Apply knowledge of explosive ordnance materials.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO086 Apply knowledge of explosive materials

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying safety, legislative and statutory requirements relevant to explosive materials
- interpreting organisation role relevant to explosive materials
- using appropriate information technology and software
- identifying relevant information
- conducting research
- analysing and evaluating information
- writing research reports including recommendations
- adhering to relevant work health and safety requirements and operational safety

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- metallurgy relevant to explosives

Operational knowledge of:

- explosive design and construction principles
- target/structure design and construction principles
- target identification

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- principles of a weapon fuzing design

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO087 Assess the safety and suitability for service of explosives

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO004 Assess the safety and suitability for service of explosive ordnance. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.1 and 3.1 reworded

Application

This unit of competency is not cleared for public access.

Defence units that require Defence clearance for access are not included in this document. Public access to these units has the potential to compromise Defence operations and security as well as place members of the public and Defence Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australian Defence Force. Contact Government Skills Australia for more information, visit the website available in the links.

Elements and Performance Criteria

Not For Public Access.

Foundation Skills

Not For Public Access.

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Unit Mapping Information

This unit supersedes and is equivalent to DEFEO004 Assess the safety and suitability for service of explosive ordnance.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO087 Assess the safety and suitability for service of explosives

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Not For Public Access.

Knowledge Evidence

Not For Public Access.

Assessment Conditions

Not For Public Access.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO088 Conduct explosive capability analysis

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO005 Conduct explosive ordnance capability analysis. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Unit title changed to better reflect unit outcomes • PC 1.1 and 1.2 merged • Element 1 reworded

Application

This unit describes the skills required to undertake a technical analysis to identify the explosive capability to satisfy a requirement. The capability analysis is a process that is undertaken because of requirements identified by the customer. It involves the requirement to analyse the operational outcomes, identify the target characteristics and detail the design specifications for explosive to satisfy the explosive capability required.

This unit applies to those required to analyse an explosive capability requirement then match the requirement to known explosives or identify the capability required.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would make high level, fully independent judgements, applying a detailed knowledge of explosives, analysing complex data and producing specific documents detailing the outcomes of highly specialised technical functions. They would perform sophisticated tasks in highly specialised operational contexts.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for analysis	1.1 Identify and apply safety and security requirements. 1.2 Identify and confirm target characteristics. 1.3 Identify and confirm required explosive effects. 1.4 Seek specialist advice when issues are beyond own capability.
2. Analyse the data	2.1 Identify the purpose of the analysis. 2.2 Assemble relevant data to undertake the analysis. 2.3 Conduct research to fill information gaps as required. 2.4 Conduct analysis of data. 2.5 Draw conclusions in accordance with analysis purposes.
3. Develop explosive design solutions	3.1 Develop explosive design requirements in accordance with required effects. 3.2 Consider comparisons between requirements and known explosive characteristics. 3.3 Develop options and determine and document impacts, risks and costs. 3.4 Consult with stakeholders to ensure design meets requirements.
4. Produce requirement documents	4.1 Prepare design solutions. 4.2 Present explosive design solutions and explain recommendations to required stakeholders. 4.3 Finalise and distribute design solutions.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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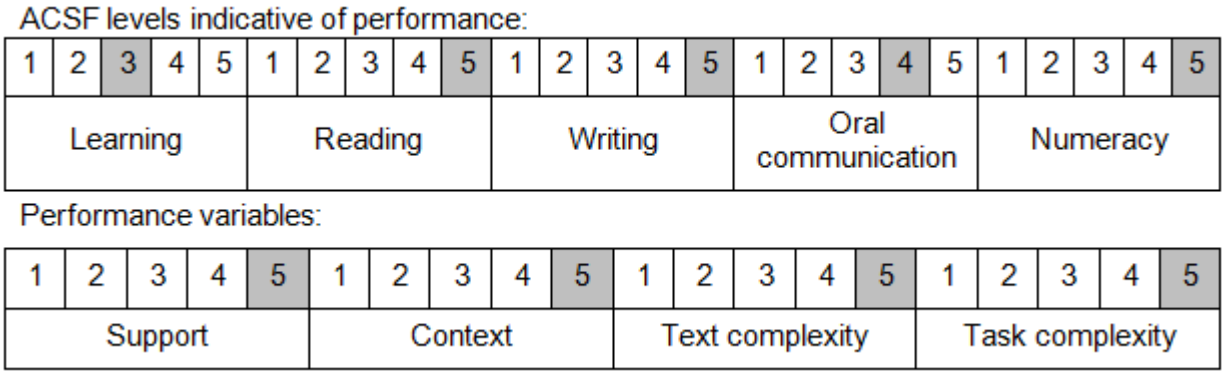

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO005 Conduct explosive ordnance capability analysis

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO088 Conduct explosive capability analysis

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying explosive design principles
- applying weapons design cycle
- interpreting and applying technical instructions
- identifying and confirming explosive effects
- applying weaponeering

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- theory of explosive design
- weapons design cycle
- explosive chemistry, physics, materials and structures

In-depth knowledge of:

- characteristics and limitations of explosive
- analysis and research techniques

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO089 Assess specific explosives as being safe and suitable for transport

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO007 Assess specific explosive ordnance as being safe and suitable for transport. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Unit title changed to better reflect unit outcomes • PC 4.1 removed • Element 1 reworded • Element 1 all PC reworded and reordered • Elements 2 and 3 merged and all PC reworded and reordered

Application

This unit describes the skills required to assess specific explosive as being safe and suitable for transport. The assessment is a process that is normally undertaken with explosives which are damaged, misfired or of an unknown origin and are required to be transported rather than destroyed or otherwise disposed of. It involves the necessity to identify the transportation requirements, assess the explosive to determine its suitability for transportation and to document the assessment process and outcomes.

This unit applies to those required to assess explosives as being safe and suitable for transport.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

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Those undertaking this unit would make high level, fully independent judgements, applying a detailed knowledge of explosives, analysing complex data and producing specific documents detailing the outcomes of highly specialised technical functions. They would perform sophisticated tasks in highly specialised operational contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for assessment	1.1 Identify and confirm explosives to be transported. 1.2 Identify and apply safety and security requirements.
2. Assess the explosive	2.1 Inspect the explosives. 2.2 Conduct research to fill information gaps. 2.3 Determine the condition of the explosives. 2.4 Conduct a transportation risk assessment. 2.5 Conduct checks and inspections to ensure actions to eliminate or mitigate the hazards are completed. 2.6 Select and confirm transportation requirements.
3. Produce requirement documents	3.1 Produce a report on the transportation of specific explosives. 3.2 Distribute report and communicate decisions.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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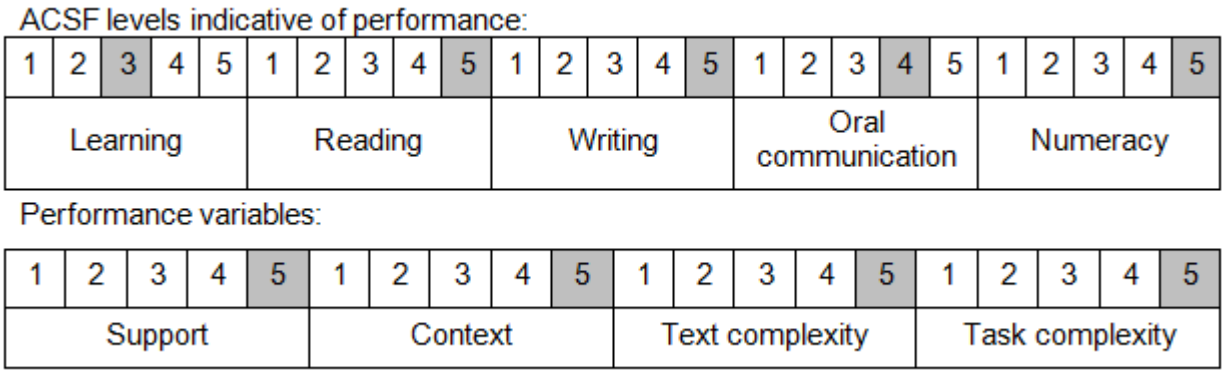

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO007 Assess specific explosive ordnance as being safe and suitable for transport.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO089 Assess specific explosives as being safe and suitable for transport

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying explosive design principles
- interpreting and applying technical instructions
- applying operational safety
- analysing data
- identifying and confirming explosive characteristics

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

In-depth knowledge of:

- theory of explosive design
- characteristics and limitations of explosive
- explosive chemistry/physics

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO101 Dispose of explosives

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO701C Dispose of explosive ordnance. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 and 1.4 removed • PC 2.1 renumbered • Element 1 reworded

Application

This unit describes the skills required to prepare a disposal site and to dispose of explosives by burning, detonation or by functioning on a licensed demolition range under controlled conditions. This unit specifically precludes the destruction of unexploded ordnance that has malfunctioned/failed to function. The disposal of explosives may be undertaken for a variety of reasons such as expired shelf life, defectiveness or surplus to requirement, or if the explosive has been otherwise compromised while being handled during storage, transportation or maintenance.

This unit applies to those required to prepare a disposal site and to dispose of explosives on a licensed demolition range under controlled conditions.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and under direct or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform routine tasks in a range of contexts.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for disposal	1.1 Identify requirement for disposal of explosives from work requests/instructions. 1.2 Confirm explosive items to be disposed of and disposal methods to be used. 1.3 Liaise with parties affected by the disposal. 1.4 Complete site and equipment preparation. 1.5 Identify, calculate, and apply net explosive quantities and compatibility throughout the operation. 1.6 Prepare and test explosive disposal initiation.
2. Dispose of explosives	2.1 Dispose of explosives using the identified disposal method. 2.2 Interpret emergency procedures and apply contingency plans. 2.3 Inspect residue to ensure all items have been disposed of.
3. Finalise disposal process	3.1 Refurbish site and equipment. 3.2 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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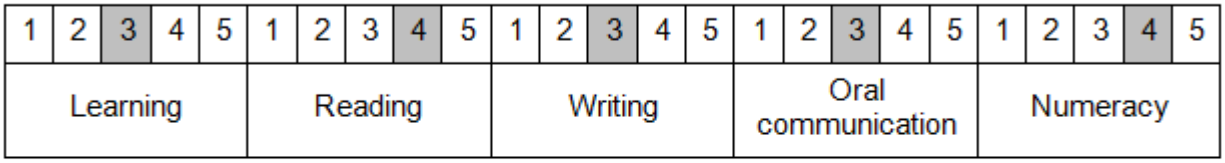
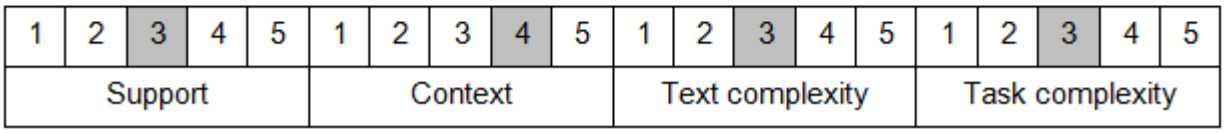
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO701C Dispose of explosive ordnance.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO101 Dispose of explosives

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- complying with operational safety
- conducting risk assessment
- applying range requirements
- calculating and applying time and safety distance
- conducting calculations
- using PPE
- using manual handling and team lifting techniques
- handling dangerous goods and hazardous substances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- characteristics and limitations of the explosive to be disposed of
- compatibility, site, documentation, range and environment requirements
- effects of environmental conditions
- operational safety
- risk analysis

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO102 Destroy unexploded ordnance

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO702D Destroy unexploded ordnance. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 and 1.4 removed • PC 2.1 renumbered • Element 1 one new PC

Application

This unit describes the skills required to destroy unexploded ordnance (UXO) by detonation. Unexploded ordnance includes any authorised explosive ordnance or explosive ordnance that has failed to function as designed while in use on a licensed range. Destruction is normally carried out by explosives in the location of the unexploded ordnance. Explosive ordnance in this competency includes that which has malfunctioned/failed to function following attempted firing or ignition. This unit can apply above and below the high water mark.

This unit applies to those required to prepare for and destroy UXO by detonation and undertake appropriate site/equipment maintenance and/or refurbishment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently under direct or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform routine tasks in a range of contexts.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for destruction	1.1 Identify requirement for the destruction of unexploded ordnance from work requests/instructions. 1.2 Locate item(s) to be destroyed. 1.3 Confirm characteristics of item(s) to be destroyed and destruction method(s). 1.4 Liaise with parties affected by the destruction. 1.5 Complete site and equipment preparation. 1.6 Prepare and test unexploded ordnance and destruction means.
2. Destroy unexploded ordnance	2.1 Destroy unexploded ordnance. 2.2 Interpret emergency procedures and apply contingency plans. 2.3 Inspect residue to ensure all items have been destroyed.
3. Finalise the destruction process	3.1 Refurbish site and equipment. 3.2 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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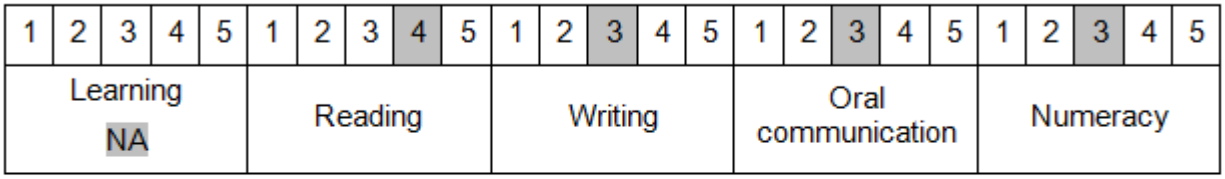
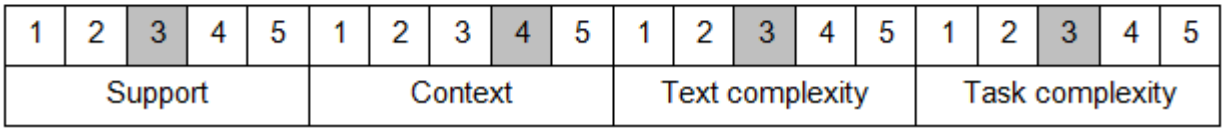
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO702D Destroy unexploded ordnance.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO102 Destroy unexploded ordnance

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- complying with operational safety
- conducting risk assessment
- applying range requirements
- calculating and applying time and safety distance
- conducting calculations
- using PPE
- using manual handling and team lifting techniques
- handling dangerous goods and hazardous substances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- characteristics and limitations of the explosive to be disposed of
- compatibility, site, documentation, range and environment requirements
- effects of environmental conditions
- operational safety
- risk analysis

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO103 Dispose of non-explosive dangerous goods

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO203C Dispose of non-explosive dangerous goods. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 removed • PC 2.1 reworded

Application

This unit describes the skills required to dispose of non-explosive dangerous goods using authorised disposal methods. Where disposal is by destruction or burning, a licensed range is used.

This unit applies to those required to dispose of non-explosive dangerous goods using authorised disposal methods.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform specific tasks in a broad range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for disposal	1.1 Identify requirements for disposal of non-explosive dangerous goods. 1.2 Confirm non-explosive dangerous goods to be disposed of and disposal method. 1.3 Identify and apply documentation and instructions. 1.4 Notify and liaise with stakeholders. 1.5 Complete disposal preparation.
2. Dispose of non-explosive dangerous goods	2.1 Prepare and test disposal equipment. 2.2 Dispose of non-explosive dangerous goods. 2.3 Apply emergency and contingency procedures. 2.4 Inspect residue to ensure all items have been destroyed.
3. Finalise the destruction process	3.1 Maintain and refurbish site and/or equipment. 3.2 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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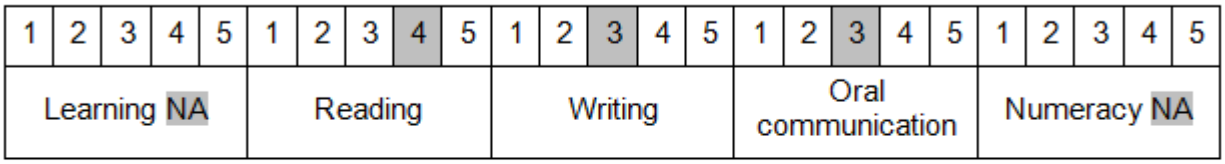
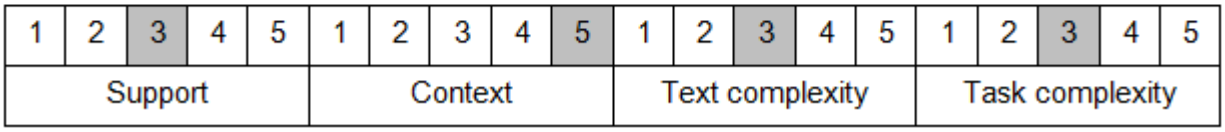
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Range of Conditions

Disposal methods include:	• burning • destruction • functioning • mutilation • neutralisation

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO203C Dispose of non-explosive dangerous goods.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO103 Dispose of non-explosive dangerous goods

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying operational safety
- conducting site preparation and refurbishment
- disposing of non-explosive dangerous goods using at least two of the methods listed in Range of conditions
- interpreting and applying technical instructions related to the disposal of non-explosive dangerous goods
- adhering to operational safety requirements, including risk analysis

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- characteristics and limitations of non-explosive dangerous goods
- disposal procedures and requirements
- documentation requirements
- operational safety
- site preparation and refurbishment requirements
- relevant testing procedures

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO104 Operate an in-service remote positioning vehicle

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCM314A Operate an in-service remote positioning vehicle. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.6 and 2.1 removed

Application

This unit describes the skills required to plan and prepare for remote positioning vehicle (RPV) operations, operate an RPV and associated components, carry out operator maintenance, and complete related housekeeping activities.

This unit applies to those operating and maintaining a RPV as part of a task.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and under indirect supervision while performing routine tasks in a broad range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Explosive Ordnance

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan and prepare for RPV operations	1.1 Identify and confirm requirements to operate an in-service RPV. 1.2 Identify and consider potential risks and hazards related to the operation of the RPV. 1.3 Determine the requirements for an RPV control area location. 1.4 Identify safe routes to and from control area to the task location. 1.5 Apply RPV start up procedures.
2. Operate remote positioning vehicle	2.1 Operate RPV in accordance with operational requirements. 2.2 Operate fixed component tools in accordance with task requirements. 2.3 Monitor control panel warning indicators throughout the task. 2.4 React to faults. 2.5 Apply RPV shut down procedures.
3. Carry out operator maintenance	3.1 Conduct inspections and checks to maintain remote positioning vehicle. 3.2 Conduct operator maintenance. 3.3 Test, adjust or replace fixed component tools.
4. Complete housekeeping activities	4.1 Clean and store RPV. 4.2 Finalise records and documentation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication NA					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM314A Operate an in-service remote positioning vehicle.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO104 Operate an in-service remote positioning vehicle

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying workplace instructions and procedures
- displaying sufficient hand and eye coordination to operate an RPV
- identifying potential risks and hazards and ways of controlling the risks and hazards involved
- identifying problems that may occur during the task and action that can be taken to report or resolve the problems
- modifying activities to cater for variations in workplace contexts and environment
- operating radio controlled transmitter/receiver
- operating fibre optic control
- reading and interpreting operational and technical data, instructions and manuals
- testing and identifying remote control faults

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- standard procedures, operational requirements and instructions to operate an RPV
- storage procedures
- remote operational procedures
- fixed component tools technical capability and limitations

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- RPV technical capability and limitations
- operational procedures and checks

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO105 Contribute to disposal of explosive ordnance

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO706D Participate in the conduct of explosive ordnance disposal operations. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Unit title changed to better reflect unit outcomes • PC 3.2 removed • PC 2.3 reworded • Element 4 one new PC

Application

This unit of competency is not cleared for public access.

Defence units that require Defence clearance for access are not included in this document. Public access to these units has the potential to compromise Defence operations and security as well as place members of the public and Defence Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australian Defence Force. Contact Government Skills Australia for more information, visit the website available in the links.

Elements and Performance Criteria

Not For Public Access.

Foundation Skills

Not For Public Access.

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Unit Mapping Information

This unit supersedes and is equivalent to DEFEO706D Participate in the conduct of explosive ordnance disposal operations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO105 Contribute to disposal of explosive ordnance

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Not For Public Access.

Knowledge Evidence

Not For Public Access.

Assessment Conditions

Not For Public Access.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO106 Conduct explosive ordnance disposal operations

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO707C Conduct explosive ordnance disposal operations. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 3.3 removed

Application

This unit of competency is not cleared for public access.

Defence units that require Defence clearance for access are not included in this document. Public access to these units has the potential to compromise Defence operations and security as well as place members of the public and Defence Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australian Defence Force. Contact Government Skills Australia for more information, visit the website available in the links.

Elements and Performance Criteria

Not For Public Access.

Foundation Skills

Not For Public Access.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO707C Conduct explosive ordnance disposal operations.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO106 Conduct explosive ordnance disposal operations

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Not For Public Access.

Knowledge Evidence

Not For Public Access.

Assessment Conditions

Not For Public Access.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO107 Conduct improvised explosive device disposal operations

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO708C Conduct improvised explosive device disposal operations. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 3.2 removed

Application

This unit of competency is not cleared for public access.

Defence units that require Defence clearance for access are not included in this document. Public access to these units has the potential to compromise Defence operations and security as well as place members of the public and Defence Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australian Defence Force. Contact Government Skills Australia for more information, visit the website available in the links.

Elements and Performance Criteria

Not For Public Access.

Foundation Skills

Not For Public Access.

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Unit Mapping Information

This unit supersedes and is equivalent to DEFEO708C Conduct improvised explosive device disposal operations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO107 Conduct improvised explosive device disposal operations

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Not For Public Access.

Knowledge Evidence

Not For Public Access.

Assessment Conditions

Not For Public Access.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO108 Conduct military demolition operations

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO711C Conduct military demolition operations. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.3 and 2.7 removed

Application

This unit of competency is not cleared for public access.

Defence units that require Defence clearance for access are not included in this document. Public access to these units has the potential to compromise Defence operations and security as well as place members of the public and Defence Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australian Defence Force. Contact Government Skills Australia for more information, visit the website available in the links.

Elements and Performance Criteria

Not For Public Access.

Foundation Skills

Not For Public Access.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO711C Conduct military demolition operations.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO108 Conduct military demolition operations

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Not For Public Access.

Knowledge Evidence

Not For Public Access.

Assessment Conditions

Not For Public Access.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Links

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DEFEXO111 Conduct underwater explosive demolitions

Modification History

Release	Comments
1	This unit was released in DEFTP Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO714C Conduct underwater explosive demolitions. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to conduct explosive demolitions in an underwater environment. The unit also covers the conduct of maintenance on the established demolition circuits and includes the requirement to disarm and disassemble the demolition. The individual is also required to handle, transport and protect explosives in an underwater environment.

This unit applies to those required to assemble and disassemble firing circuits, and to fix detonators, primers, firing devices and explosive charges in accordance with the demolition supervising officer's plan in an underwater environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work individually and as part of a team, under indirect supervision. They would use discretion and judgement and take responsibility for the quality of their outputs, conducting routine tasks in a range of complex contexts that could be unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for underwater demolitions	1.1 Analyse work task and worksite data to determine the specific requirements for the explosive demolition. 1.2 Develop a work plan consistent with the dive plan. 1.3 Select, inspect and prepare explosives, associated equipment and protective equipment. 1.4 Secure explosives and associated equipment to/from the dive site. 1.5 Assess access obstructions and other hazards and take action to remove/reduce the risk.
2. Conduct underwater demolition	2.1 Secure explosives and associated equipment on self. 2.2 Establish work-safe area at the demolition site and confirm location of divers prior to commencing demolition task/s. 2.3 Identify and manage hazards relevant to the application of explosives and associated equipment. 2.4 Fix and place demolition charges, lay line, set timing devices, establish firing point and connect and test circuit. 2.5 Confirm location and safety of personnel prior to firing the demolition charge. 2.6 Fire demolition charge.
3. Conduct post-demolition procedures	3.1 Minimise environmental impact from use of explosives and recover waste products. 3.2 Disassemble demolition circuit. 3.3 Recover, de-service and store for re-use explosives and associated equipment, or dispose. 3.4 Record usage of explosives and associated equipment.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO714C Conduct underwater explosive demolitions.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO111 Conduct underwater explosive demolitions

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- handling explosives
- setting up explosive circuits
- implementing diving safety awareness strategies
- conducting demolition operations
- diving using self-contained underwater breathing apparatus in open water to 30 metres
- operating specialist equipment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- oceanography

Operational knowledge of:

- environmental effects on explosives
- dive equipment
- dive physics
- explosive charge design

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- explosive initiation techniques
- general occupational/diving safety awareness
- land-based explosive demolitions

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO112 Detect, record and collect evidence

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO722A Detect, record and collect evidence. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 3.2 removed • PC 1.4 and 1.5 merged • Elements 2 and 3 merged

Application

This unit describes the skills required to detect, record and collect physical evidence resulting from an explosive incident. These activities can be conducted under a variety of conditions, including wartime, peacekeeping, training, in support of the civilian community/authority, as part of a joint services and/or coalition operation. The explosive incident may be an act of aggression or an accident.

This unit was developed for personnel who are required to detect, record and collect physical evidence resulting from an explosive incident.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work individually and/or as part of a team, under indirect supervision. They would use discretion and judgement and take responsibility for the quality of their outputs, performing routine tasks in a range of contexts.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Detect and record physical evidence	1.1 Detect physical evidence using observation techniques and appropriate technological methods. 1.2 Detect latent evidence by physical or chemical means. 1.3 Record evidence prior to examination. 1.4 Document evidence using recording methods within resource limitations.
2. Collect and package physical evidence	2.1 Collect evidence to prevent contamination or loss. 2.2 Collect sufficient samples to allow for further examination/analysis, where possible. 2.3 Collect sufficient samples to represent the natural variation that occurs in the evidence. 2.4 Collect control reference samples where available and appropriate. 2.5 Package and store evidence to maintain custody of evidence and prevent degradation or contamination.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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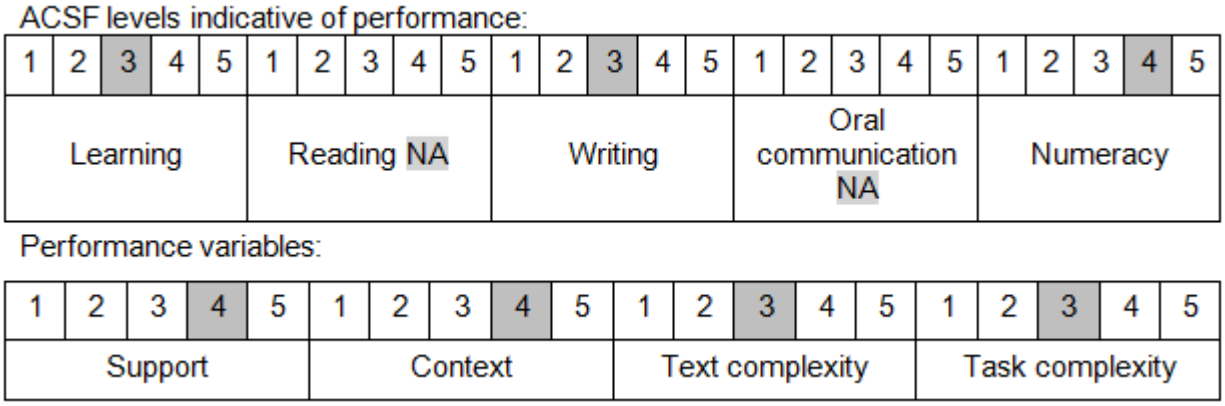

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO722A Detect, record and collect evidence.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO112 Detect, record and collect evidence

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying resource management
- applying time management
- handling exhibits and preserving continuity of evidence
- making decisions and solving problems in relation to items of evidence
- using specialised evidence recording equipment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Basic knowledge of:

- application and limitations of forensic investigative techniques
- legislative, policy, and quality system requirements for the collection, preservation, continuity and disposal of evidence
- legislative, policy, and quality system context in which forensic examinations are conducted
- role and functions of other forensic discipline specialists in recording, collecting, preserving and continuity of physical evidence

Operational knowledge of:

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- legislative, policy, and quality system requirements for search and the seizure of evidence
- legislative, policy and quality system requirements for the security, protection and preservation of the evidence
- range of techniques available for recording, collecting, packaging and preserving evidence
- required documentation for recording and collecting of evidence

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO113 Remove explosive ordnance from damaged aircraft

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO721A Remove explosive ordnance from damaged aircraft. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice. Unit title changed to better reflect unit outcomes • PC 2.6 removed

Application

This unit describes the skills required to remove explosive ordnance from damaged aircraft. These removal operations can be conducted under a variety of conditions, including wartime, peacekeeping, in support of the civilian community/authority, as part of a joint services and/or coalition operation and also in training. The damaged aircraft can be friendly, enemy or of unknown origin.

This unit applies to those required to remove explosive ordnance from damaged aircraft.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and supervise others, using discretion and judgement and taking responsibility for the quality of their outputs. They would perform complex tasks in a range of contexts that could be unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for removal operations	1.1 Collect, store and check for presence and serviceability equipment, tools and stores required for removal operations. 1.2 Brief personnel required to participate on their duties and advise of their responsibilities. 1.3 Establish and maintain liaison with other agencies. 1.4 Conduct planning prior to arrival at scene.
2. Conduct render-safe procedures/disposal and removal of explosive ordnance	2.1 Locate and identify explosive ordnance and associated components. 2.2 Identify and prepare equipment, tools and stores required to remove, dispose of/render explosive ordnance safe. 2.3 Advise controlling authority of safety and evacuation requirements. 2.4 Determine and plan method of conducting removal, disposal/render-safe procedure. 2.5 Operate equipment in accordance with current instructions. 2.6 Inspect explosive ordnance and immediate area and declare safe or plan alternate disposal operation.
3. Finalise activities	3.1 Recover, refurbish and secure equipment. 3.2 Conduct post explosive ordnance removal clearance. 3.3 Complete and process explosive ordnance removal reports. 3.4 Provide technical evidence to investigations, inquiries and courts as required.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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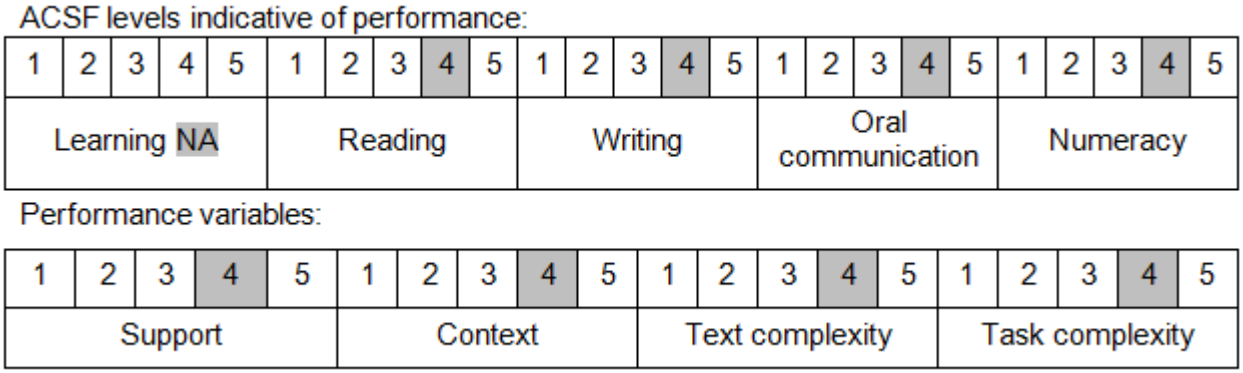

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO721A Remove explosive ordnance from damaged aircraft.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO113 Remove explosive ordnance from damaged aircraft

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying consequent mitigation principles
- applying safety template requirements
- applying time management
- calculating and applying time and safety distance
- identifying aircraft types
- identifying explosive ordnance types
- maintaining documentation
- operating specialist explosive ordnance disposal vehicle
- reading, accessing, interpreting and applying technical instructions
- locating and identifying explosive ordnance to be removed
- gathering and securing evidence
- applying manual handling and team lifting techniques
- using PPE
- handling dangerous good and hazardous substances safely

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- aircraft systems

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- blast/fragmentation/thermal effects and mitigation
- characteristics, technical capabilities and explosive ordnance loads of damaged aircraft
- characteristics, technical capabilities, effects and limitations of explosive ordnance to be removed, disposed of/rendered safe
- characteristics, technical capabilities, effects and limitations of tools and equipment
- documentation requirements
- equipment handling requirements
- initiation procedures
- net explosive quantity estimations
- operational safety
- relevant testing procedures
- removal procedures
- render-safe/disposal methods
- safety distance calculation procedures
- site preparation and refurbishment requirements
- theory of explosive ordnance design

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO114 Develop explosive ordnance disposal techniques and render safe procedures

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO900A Develop explosive ordnance disposal techniques and render-safe procedures. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to develop explosive ordnance disposal (EOD) techniques and render safe procedures (RSPs). The development of EOD techniques and RSPs is a process that would not normally be undertaken except in an operational environment where time was of essence and normal techniques were not feasible or possible. The development of explosive ordnance disposal techniques and RSPs is a process primarily in support of the civilian community/authority but may also be conducted under a variety of conditions, including wartime and peacekeeping.

This unit applies to those required to develop explosive ordnance disposal techniques and RSPs as a consequence of an operational requirement.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under indirect supervision, conducting complex tasks in a broad range of contexts that could be unpredictable.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Locate, assess and identify explosive device	1.1 Locate explosive device and identify its components. 1.2 Identify and investigate explosive device construction. 1.3 Advise controlling authority of safety and evacuation requirements. 1.4 Confirm area security. 1.5 Establish contact and liaison with other emergency services on arrival and maintain throughout. 1.6 Seek specialist advice in accordance with assessment requirements.
2. Determine RSP/dispose of explosive device	2.1 Determine RSP /disposal method after considering situation. 2.2 Identify and prepare for use equipment, tools and stores required to render safe/dispose of explosive device. 2.3 Conduct RSP in accordance with developed process and recognised safety precautions. 2.4 Operate equipment in accordance with current instructions. 2.5 Inspect device and immediate area and declare them to be safe or plan alternate RSP/disposal operation.
3. Finalise activities	3.1 Document and distribute RSP/disposal method. 3.2 Recover, refurbish and secure equipment. 3.3 Conduct post-explosive device disposal clearance. 3.4 Complete and process explosive device disposal reports. 3.5 Provide technical evidence to inquiries/courts as required.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO900A Develop explosive ordnance disposal techniques and render-safe procedures.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO114 Develop explosive ordnance disposal techniques and render safe procedures

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying consequent mitigation principles
- applying operational safety
- applying safety template requirements
- applying time management
- calculating and applying time and safety distance and cordons
- developing RSPs/disposal methods
- operating specialist explosive ordnance disposal vehicle
- reading, accessing, interpreting and applying technical instructions
- complying with recognised safety precautions
- performing RSP/disposal in a manner which maximises individual safety and the safety of others
- locating explosive device
- liaising with other agencies
- gathering and securing evidence
- applying manual handling and team lifting techniques
- using PPE
- handling dangerous good and hazardous substances safely
- conducting explosive ordnance disposal operations

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Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- blast/fragmentation/thermal mitigation
- characteristics and limitations of explosive device to be disposed/rendered safe
- characteristics and limitations of specialised disposal/render safe tools, equipment and procedures
- consequent mitigation principles
- documentation requirements
- equipment handling requirements
- net explosive quantity estimations
- operational safety
- relevant testing procedures
- safety distance calculation procedures
- site preparation and refurbishment requirements
- conduct of explosive ordnance disposal operations
- theory of explosive ordnance design

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO115 Supervise military explosive task

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO703C Supervise military explosive ordnance task. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.3 and 2.6 removed • PC 1.2 and 3.1 revised

Application

This unit describes the skills required to supervise a team involved in a military explosive task. Military explosive tasks are normally conducted on operations, they can however be conducted in peacekeeping, in support of the civilian community/ authority and also in training. It includes planning the explosive task, applying safety precautions, identifying requirements and resources, and supervising the performance of the task.

This unit was developed for Defence personnel who are required to supervise a team involved in a military explosive task.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and supervise small teams, using discretion and judgement and taking responsibility for the quality of their outputs. They would perform complex tasks in a range of contexts that could be unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify task requirement and allocated resources	1.1 Receive task and resources and determine constraints imposed and any special requirements. 1.2 Identify doctrine, policies and procedures applying to the task. 1.3 Analyse the task to identify issues of concern and shortfalls. 1.4 Report identified concerns and shortfalls to the chain of command.
2. Plan and prepare for explosive task	2.1 Plan method of performing the task, including contingency arrangements. 2.2 Conduct reconnaissance of the task site. 2.3 Acquire resources required for the task. 2.4 Assess resources for suitability and report defects/shortfalls. 2.5 Conduct task briefings. 2.6 Conduct rehearsals and/or trial runs where practical.
3. Supervise explosive task	3.1 Oversee observance of appropriate operational and WHS requirements/safety precautions. 3.2 Ensure efficiency in performance and mission is achieved. 3.3 Liaise and coordinate with personnel conducting concurrent activities. 3.4 Refer issues that cannot be resolved to the chain of command.
4. Finalise explosive task	4.1 Refurbish task area, tools, materials and equipment. 4.2 Conduct debriefing. 4.3 Complete documentation associated with the task.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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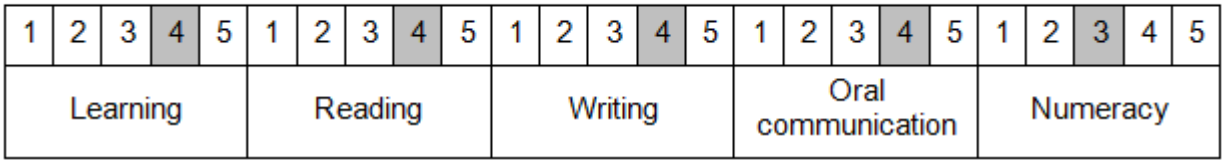
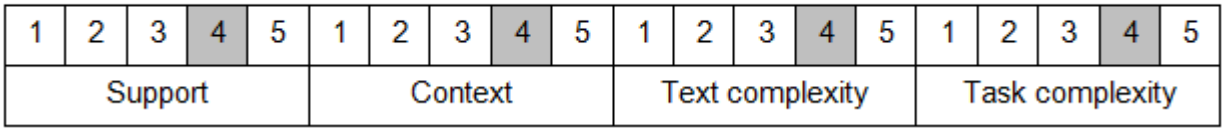
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO703C Supervise military explosive ordnance task.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO115 Supervise military explosive task

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- allocating appropriate resources
- directing, briefing, coordinating and monitoring personnel
- providing reports and appropriate documentation
- using PPE
- using manual handling and team lifting techniques
- handling dangerous goods and hazardous substances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- activities in the explosive task to be performed
- characteristics, technical capabilities, effects, employment and limitations of explosives associated with the task
- command and control procedures
- personnel skill requirements for each activity within the task
- reporting requirements and procedures associated with the task
- explosive initiation method
- disposal methods

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO116 Control military explosive operations

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO704C Control military explosive ordnance operations. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Unit title changed to better reflect unit outcomes • PC 2.3, 2.7, 3.5 and 4.1 removed • PC 1.2 revised, PC 2.6 and 3.3 reworded • Element 4 two new PC

Application

This unit describes the skills required to control military teams involved in military explosive operations. Military explosive tasks are normally conducted on operations, they can however be conducted in peacekeeping, in support of the civilian community/ authority and also in training. This involves planning the explosive task, applying safety precautions, identifying requirements and resources, and controlling the performance of the task.

This unit applies to Defence personnel who are required to control military teams involved in military explosive operations.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and supervise small teams, using discretion and judgement and taking responsibility for the quality of their outputs. They would perform complex tasks in a range of contexts that could be unpredictable.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify operational requirement and allocated resources	1.1 Allocate tasks and resources and determine constraints imposed and any special requirements. 1.2 Identify doctrine, policies and procedures applying to the task. 1.3 Analyse the task to identify issues of concern and shortfalls. 1.4 Report identified concerns and shortfalls to the chain of command.
2. Plan for operation	2.1 Plan method of performing the operation including contingency arrangements. 2.2 Gather information and intelligence and conduct reconnaissance of the site. 2.3 Acquire resources required for the task. 2.4 Assess resources for suitability and report defects/shortfalls. 2.5 Conduct task briefings.
3. Control the operation	3.1 Ensure efficiency of performance and objectives are achieved. 3.2 Liaise and coordinate with personnel conducting concurrent activities. 3.3 Refer issues that cannot be resolved to the chain of command. 3.4 Action reported problems.
4. Conclude processes	4.1 Refurbish task area, tools, materials and equipment. 4.2 Conduct debriefing. 4.3 Complete documentation associated with the task. 4.4 Adjust future operations to reflect any impact of the completed operations.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5	1	2	**3**	4	5
Learning					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO704C Control military explosive ordnance operations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO116 Control military explosive operations

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- allocating appropriate resources
- directing, briefing, coordinating and monitoring personnel
- providing reports and appropriate documentation
- using PPE
- using manual handling and team lifting techniques
- handling dangerous goods and hazardous substances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- characteristics, technical capabilities, effects, employment and limitations of explosives
- characteristics, technical capabilities, effects, employment and limitations of relevant equipment
- explosive operation to be performed
- material, personnel skills and other requirements for the operations
- operational environment
- reporting requirements and procedures associated with the operations

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO117 Manage military explosive operations

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO705C Manage military explosive ordnance operations. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Unit title changed to better reflect unit outcomes • PC 1.1, 1.2, 2.3, 2.8, 3.8 and 4.1 removed • Element 1 all PC reordered • Element 2 reworded • Element 1 two new PC • Element 2 three new PC • Element 4 one new PC

Application

This unit describes the skills required to plan and manage military explosive operations. Military explosive tasks are normally conducted on operations, they can however be conducted in peacekeeping, in support of the civilian community/authority and also in training. It involves developing and delivering orders and instructions, identifying the application of legislative requirements, coordinating multiple activities and providing debriefing, reports and appropriate documentation associated with the operations.

This unit applies to those required to plan and manage military explosive operations.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

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Those undertaking this unit would work independently and supervise small teams, using discretion and judgement and taking responsibility for the quality of their outputs. They would perform complex tasks in a range of contexts that could be unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify operational requirement and feasibility	1.1 Allocate task and resources and determine constraints imposed and any special requirements. 1.2 Identify doctrine, policies and procedures applying to the task. 1.3 Analyse the task to identify issues of concern and shortfalls. 1.4 Report identified concerns and shortfalls to the chain of command. 1.5 Assess feasibility of the operations to be undertaken, identifying areas of coordination and impact on others.
2. Plan and prepare for conduct of operations	2.1 Plan method of conducting operations, including contingency arrangements. 2.2 Conduct reconnaissance of the operations site and assemble information and intelligence in support of operations. 2.3 Acquire resources required for the operations. 2.4 Assess resources for suitability and report defects/shortfalls. 2.5 Adjust plans to accord with resource availability. 2.6 Conduct task briefings. 2.7 Conduct rehearsals and/or trial runs where practical. 2.8 Identify and procure/earmark operational and support materials to conform with operational planning. 2.9 Identify and advise elements to perform explosive operations and raise orders to address the operations. 2.10 Finalise, authorise and issue plans.
3. Manage operations	3.1 Issue orders to participating elements indicating their missions, tasks, resources and constraints/limitations.

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	3.2 Manage and monitor operations to ensure efficiency of their conduct and achievement of the mission. 3.3 Modify plans to reflect requirements in effort, resources and support. 3.4 Coordinate operations, reallocating/adjusting resources to meet operational requirements. 3.5 Liaise with superiors, subordinates, supporting organisations and other operations as required, ensuring feedback and performance is addressed. 3.6 Action reported problems. 3.7 Address requested support requirements.
4. Conclude operations	4.1 Conduct debriefing. 4.2 Complete documentation associated with the task. 4.3 Adjust future operations to reflect any impact of the completed operations.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	4	**5**	1	2	3	**4**	5
Learning					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO705C Manage military explosive ordnance operations.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO117 Manage military explosive operations

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- allocating appropriate resources
- directing, briefing, coordinating and monitoring personnel
- providing reports and appropriate documentation
- using PPE
- using manual handling and team lifting techniques
- handling dangerous goods and hazardous substances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- characteristics, technical capabilities, effects, employment and limitations of explosives and relevant equipment
- material, personnel skills and other requirements operational environment
- reporting requirements and procedures associated with the operations

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO121 Assess explosive firings

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO601D Assess explosive ordnance firings. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Unit title changed to better reflect unit outcomes • PC 1.2 removed

Application

This unit describes the skills required to prepare and fire explosives and to conduct an assessment of the explosive firing in support of explosive assessment without using sophisticated measuring or tracking equipment. Assessment of explosives is a process used to determine whether the explosive is performing within specified tolerances.

This unit applies to Defence personnel who are required to prepare and fire explosives and conduct an assessment of the explosive firing in support of explosive assessment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team under indirect supervision, using discretion and judgement and taking responsibility for the quality of their outputs. They would conduct complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for firing	1.1 Identify and clarify requirements for firing of explosives. 1.2 Confirm firing methods. 1.3 Liaise with and notify parties affected by the firing. 1.4 Prepare site/equipment. 1.5 Identify, calculate and monitor net explosive quantities throughout the operation. 1.6 Identify, analyse and apply compatibility throughout the operation. 1.7 Set up test equipment in accordance with instructions.
2. Fire explosive	2.1 Prepare and test explosives and firing mechanisms. 2.2 Conduct firings. 2.3 Inspect residue to ensure all explosives have been fired. 2.4 Take and record measurements in accordance with instructions.
3. Finalise the firing process	3.1 Assess recorded measurements against standards and results and document. 3.2 Maintain and/or refurbish site and equipment. 3.3 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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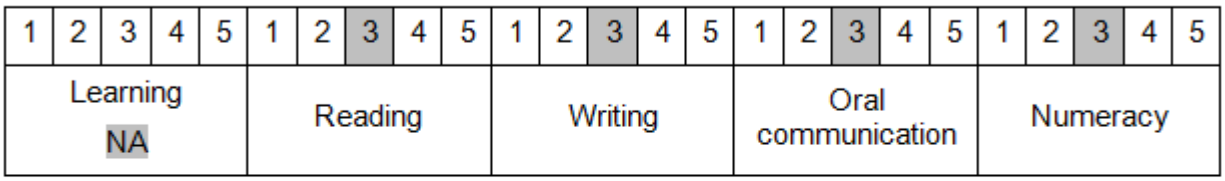
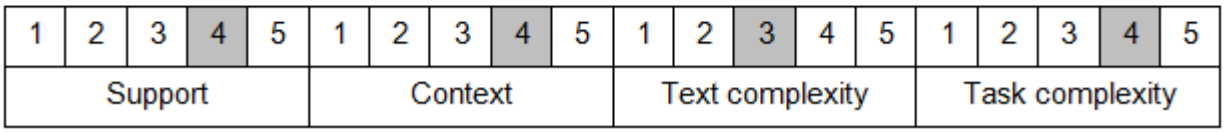
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO601D Assess explosive ordnance firings.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO121 Assess explosive firings

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing, interpreting and applying technical information related to ordnance to be assessed
- assessing measured results
- maintaining documentation and records
- identifying firing requirements and constraints
- recording results in accordance with firing instructions

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- characteristics, technical capabilities and limitations of explosives to be assessed
- measuring and recording processes
- reporting and documentation requirements

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO122 Plan explosive trials

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO602C Plan explosive ordnance trials. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Unit title changed to better reflect unit outcomes • PC 2.4 removed

Application

This unit describes the skills required to plan trials in the explosive research environment. Explosive trials are normally conducted to select new weapons systems or explosives. Trials are a common component of explosive research and involve a number of personnel both in their planning and implementation.

This unit applies to personnel who are required to prepare, plan and monitor/amend trials in the explosive research environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently using discretion and judgement and taking responsibility for the quality of their outputs. They would perform complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Develop approach to trials	1.1 Identify and analyse trial requirements and confirm details by follow up consultation. 1.2 Identify, analyse and select trial methodologies. 1.3 Identify, analyse and select trial evaluation procedures. 1.4 Identify, analyse and select task requirements.
2. Plan for trials	2.1 Obtain or confirm information on resource requirements and availability. 2.2 Plan information support systems for the trial in accordance with the identified requirements, including achievable reporting and recording processes. 2.3 Negotiate and resolve coordination issues. 2.4 Produce trial plan including appropriate resource requirements and documentation and forward to relevant parties.
3. Monitor trials	3.1 Monitor trial plan and amend based on changing circumstances. 3.2 Liaise with those conducting the trial.
4. Analyse and report on trial results	4.1 Collect and report data generated by the trial in accordance with the agreed methodology. 4.2 Provide options and recommendations resulting from the trial in a clear and comprehensive format. 4.3 Produce and maintain post-trial reports, statistical reports and other records in accordance with requirements.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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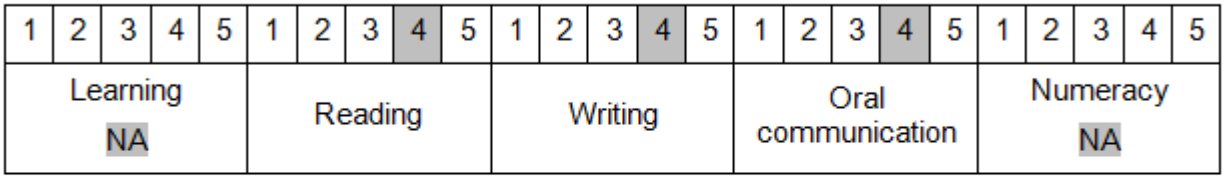
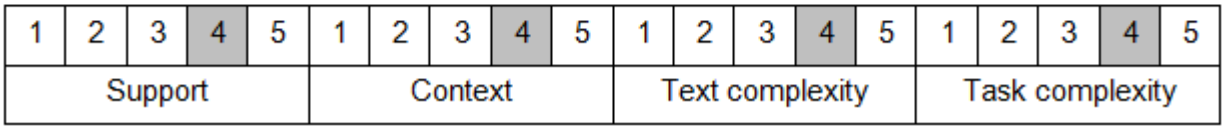
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO602C Plan explosive ordnance trials.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO122 Plan explosive trials

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- allocating resources
- assessing risks
- communicating clearly and effectively
- coordinating activities
- evaluating information
- writing reports
- identifying and selecting trial methodologies and procedures and trial evaluation procedures where these are not provided
- planning the trial
- analysing trial outcomes

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- evaluation processes
- planning processes
- reporting procedures
- resource allocation procedures
- risk assessment
- trialling methodologies

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- explosives use in trials
- initiation systems
- disposal procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO123 Conduct explosive trials

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO603C Conduct explosive ordnance trials. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Unit title changed to better reflect unit outcomes • PC 1.4 removed

Application

This unit describes the skills required to conduct trials in an explosive research environment. Explosive trials are normally conducted to select new weapons systems or explosives and are a common component of explosive research. They involve a number of personnel both in their planning and implementation.

This unit applies to those required to prepare and conduct trials in the explosive research environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team with supervising responsibilities, using discretion and judgement and taking responsibility for the quality of their outputs. They would conduct complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for trials	1.1 Obtain and confirm information on resource requirements and availability. 1.2 Prepare information support systems for the trial, including achievable reporting and recording processes. 1.3 Negotiate and resolve coordination issues with others affected by the trial.
2. Conduct trials	2.1 Identify and liaise with trial planners. 2.2 Implement, monitor and amend trial plan based on changing circumstances. 2.3 Allocate resources to trial tasks in accordance with the plan and resource availability. 2.4 Collect and record data generated by the trial in accordance with the agreed methodology.
3. Report on results of trials	3.1 Report data generated by the trial. 3.2 Provide options and recommendations resulting from the trial in a clear and comprehensive format. 3.3 Produce and maintain post-trial reports, statistical reports and other records in accordance with requirements.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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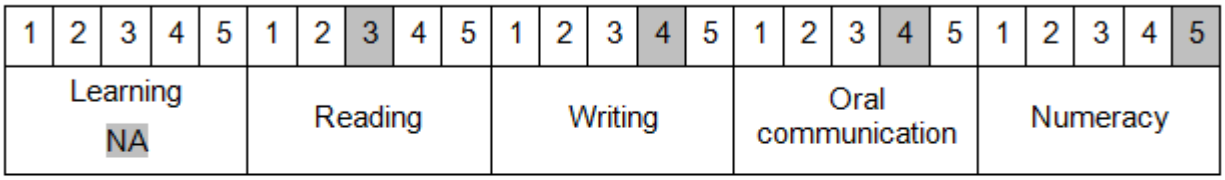
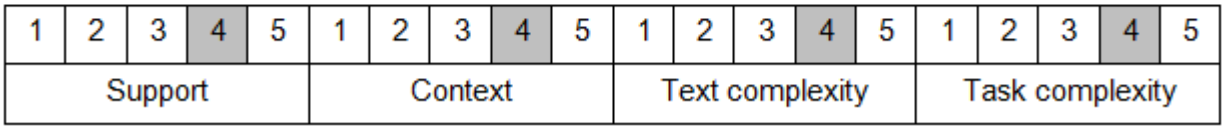
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO603C Conduct explosive ordnance trials.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO123 Conduct explosive trials

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- allocating resources
- assessing risks
- communicating clearly and effectively
- coordinating activities
- evaluating information
- writing reports
- implementing trial methodologies and procedures
- identifying and coordinating trial resources
- recording trial data
- documenting trial results

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- evaluation processes
- reporting procedures
- resource allocation procedures

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- resource requirements
- risk assessment
- trialling methodologies

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO124 Perform explosive tests, measurements and analyses

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO604C Perform explosive tests, measurements and analyses. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.4 removed

Application

This unit describes the skills required to conduct explosive material tests and/or experiments in an explosive research environment. It includes planning the tests or analyses, carrying out tests and measurements, performing quantitative and qualitative analysis, documenting and evaluating new procedures, and recording and validating the test results.

This unit applies to those required to conduct explosive material tests and/or experiments in an explosive research environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team under indirect supervision, using discretion and judgement and taking responsibility for the quality of their outputs. They would perform complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Explosive Ordnance

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan tests or analyses	1.1 Identify explosive sample and determine test or analysis requirements. 1.2 Select appropriate methods and assemble, set up and calibrate the required testing apparatus. 1.3 Perform routine standardisation procedures prior to the test or analysis and record results.
2. Develop specialised tests or analyses	2.1 Locate, discuss and confirm relevant technical information with other staff. 2.2 Develop experimental design in liaison with other staff. 2.3 Arrange the building or purchase of necessary equipment given project constraints and available skills and materials. 2.4 Trial, document and evaluate new procedures.
3. Perform qualitative analysis	3.1 Perform qualitative tests to observe explosive properties. 3.2 Compare data with standards, charts, tables, and spectra in order to identify known or unknown materials and their properties. 3.3 Perform tests or analyses efficiently and within the timeframe.
4. Perform quantitative analysis	4.1 Perform quantitative tests to measure explosive properties. 4.2 Use available computer technology to control instruments or acquire/translate/convert data to optimise test accuracy. 4.3 Check samples and analyses when non-standard results are obtained. 4.4 Complete tests or analyses within the timeframe.
5. Record and validate results	5.1 Record data using appropriate worksheets and/or information management systems. 5.2 Analyse data for anomalies and ‘out of control’ conditions and accept or reject. 5.3 Assess data for validity against quantity and compatibility information, known standards and reference materials. 5.4 Modify test procedures, if necessary, under supervision.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	**3**	4	5	1	2	3	4	**5**	1	2	**3**	4	5	1	2	**3**	4	5	1	2	3	**4**	5
Learning					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO604C Perform explosive tests, measurements and analyses.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO124 Perform explosive tests, measurements and analyses

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing, interpreting and applying technical information
- using explosive testing processes and techniques
- conducting quantitative and qualitative analysis
- developing new explosive testing processes and techniques
- maintaining documentation and records
- using laboratory and testing equipment
- trialling, documenting and evaluating new procedures
- recording and validating results

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- calibration procedures and their basis
- characteristics, technical capabilities and limitations of laboratory and testing equipment
- chemical processes involved in testing
- documentation and records requirements
- properties and characteristics of relevant explosives

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- quantitative and qualitative analysis processes and techniques
- validation processes

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO125 Determine the properties of explosives

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO607C Determine the properties of explosive ordnance. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Unit title changed to better reflect unit outcomes • PC 1.5 removed • Element 4 one new PC

Application

This unit describes the skills required to determine the properties of explosives through the process of measuring and recording during initiation or firing, in a research environment.

This unit applies to those required to determine the properties of explosives independently or may contribute to the determination of the properties of explosives as a member of a collaborative team.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under indirect or direct supervision, using discretion and judgement and taking responsibility for the quality of their outputs. They would perform complex tasks in a range of contexts that could be unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan for explosive testing	1.1 Identify and confirm type of explosive and required test or analysis. 1.2 Identify nature and type of effects or properties to be determined. 1.3 Investigate and select appropriate methods of measuring and recording the desired effects or properties. 1.4 Investigate and select appropriate firing or initiation techniques and methods. 1.5 Prepare and review the test plan.
2. Prepare for explosive testing	2.1 Test and validate models, simulation and/or prototypes. 2.2 Incorporate modifications or alterations into the testing processes based on validation results. 2.3 Arrange building or purchase of necessary equipment given project constraints and available skills and materials. 2.4 Develop experimental designs in liaison with other staff. 2.5 Assemble, set up and calibrate apparatus. 2.6 Perform routine standardisation procedures prior to the test, and record results.
3. Perform explosive test	3.1 Test instrumentation required for data collection for functionality. 3.2 Prepare and test explosive initiation or firing mechanisms.
4. Recover equipment and validate results	4.1 Recover measurement and recording equipment and extract required data. 4.2 Analyse data for anomalies and ‘out of control’ conditions and accept or reject. 4.3 Assess data for validity against required information, known previous test results and/or relevant reference materials. 4.4 Record test procedures and, if necessary, recommend modifications to test procedures. 4.5 Determine properties and or effects from data and measurements collected.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO607C Determine the properties of explosive ordnance.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO125 Determine the properties of explosives

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing, interpreting and applying technical information related to explosives and measuring and recording.
- developing and applying explosive testing processes and techniques
- developing and using computer programs related to testing
- maintaining documentation and records
- handling explosives and explosive ordnance
- planning and preparing for tests
- carrying out tests and measurements
- recording and validating results

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- analysis processes and techniques
- characteristics, technical capabilities and limitations of explosives
- characteristics, technical capabilities and limitations of measuring and recording equipment
- physics of explosions

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- properties and characteristics of relevant explosives
- validation processes

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO126 Conduct post blast analysis

Modification History

Release	Comments
1	This unit was released in DEFTP Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO720A Conduct post blast analysis. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 3.1 removed • PC 1.2 and 1.3 merged • PC 3.2 reworded

Application

This unit describes the skills required to analyse a blast site following an incident involving explosive ordnance. The individual would examine the site to identify the nature of the blast and provide advice to authorities on the incident. The incident may include accidents or intentional blasts using explosive ordnance or improvised explosive devices.

This unit applies to those required to conduct an analysis of a site following an explosive ordnance incident.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and/or as part of a team, under indirect supervision. They would use discretion and judgement and take responsibility for the quality of their outputs while performing complex tasks in a broad range of contexts that could be unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for post-blast analysis	1.1 Conduct planning prior to arrival at scene. 1.2 Identify and apply safety and security requirements. 1.3 Identify and prepare for use equipment, tools and stores required for post-blast analysis.
2. Examine blast site	2.1 Establish and maintain liaison with other agencies. 2.2 Examine blast site. 2.3 Document data recording, within resource limitations.
3. Analyse the data and determine incident cause	3.1 Analyse incident data. 3.2 Seek specialist advice in accordance with analysis requirements. 3.3 Draw conclusions from analysis to determine the cause of the incident.
4. Maintain documentation and share information	4.1 Document analysis process. 4.2 Provide information related to the cause of the incident to authorities. 4.3 Provide evidence to inquiries/courts as required.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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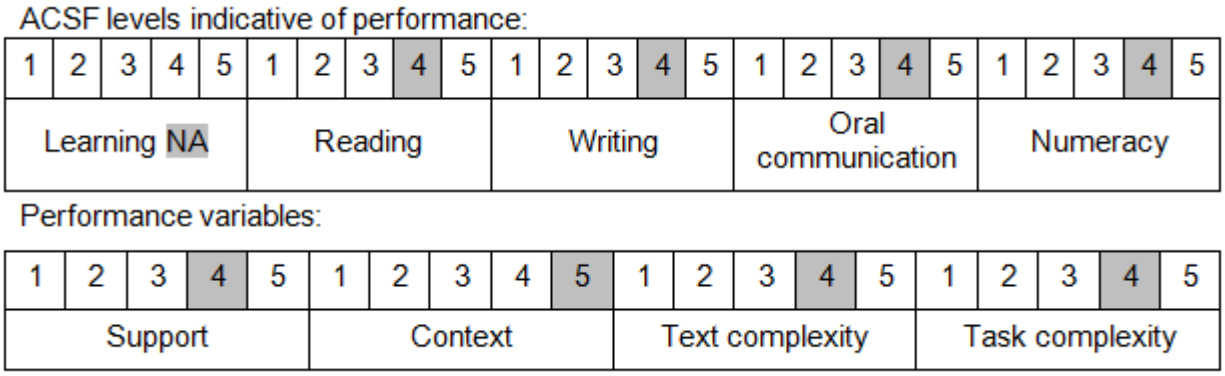

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO720A Conduct post blast analysis.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO126 Conduct post blast analysis

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing and evaluating information
- applying knowledge of explosive ordnance
- applying time management
- conducting appropriate tests
- interpreting test methods/procedures
- maintaining security, integrity, traceability of samples, sub-samples, test data and results, and documentation
- operating specialist explosive ordnance disposal vehicle
- operating test equipment
- reading, accessing, interpreting and applying technical instructions
- applying manual handling and team lifting techniques
- using PPE
- handling dangerous good and hazardous substances safely

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

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- analysis process
- characteristics, technical capabilities, effects and limitations of explosive ordnance
- chemical principles and concepts underpinning explosive ordnance
- physics principles and concepts underpinning explosive ordnance
- documentation requirements
- initiation procedures
- organisation and/or legal traceability requirements
- relevant testing procedures
- security procedures
- theory of explosive ordnance design
- use of instruments for qualitative and/or quantitative analysis

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment using live explosives.

This unit needs to be assessed in an authorised and licensed potential explosion site.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO127 Predict and confirm explosive effects

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO006 Predict and confirm explosive ordnance effects. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Unit title changed to better reflect unit outcomes • PC 1.3, 1.4, 2.1, 2.3 and 3.1 removed • PC 1.1 and 1.2 merged • PC 4.1 and 4.2 merged • PC 3.4 and 3.5 merged and revised • Element 1 reworded and one new PC • Elements 2 and 3 and 4 merged and reworded

Application

This unit of competency is not cleared for public access.

Defence units that require Defence clearance for access are not included in this document. Public access to these units has the potential to compromise Defence operations and security as well as place members of the public and Defence Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australian Defence Force. Contact Government Skills Australia for more information, visit the website available in the links.

Elements and Performance Criteria

Not For Public Access.

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Foundation Skills

Not For Public Access.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO006 Predict and confirm explosive ordnance effects.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO127 Predict and confirm explosive effects

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Not For Public Access.

Knowledge Evidence

Not For Public Access.

Assessment Conditions

Not For Public Access.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO128 Conduct explosive firings

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO605D Conduct explosive ordnance firings. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Unit title changed to better reflect unit outcomes • PC 1.2 removed • PC 1.6 and 1.7 merged

Application

This unit describes the skills required to prepare and fire explosives in support of explosive research and proofing. Firing of explosives is a process used in the research or proofing environment to determine research outcomes. It involves the setting up of scientific measuring and recording instruments, in order to record the results of the firing for scientific analysis.

This unit applies to personnel who are required to prepare and fire explosives in support of explosive research and proofing.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work individually or as part of a team, under indirect supervision, using discretion and judgement and taking responsibility for the quality of their outputs. They would conduct complex tasks in range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for firing	1.1 Identify and clarify requirements for firing of explosives and the tests to be conducted. 1.2 Confirm explosives to be fired and firing methods. 1.3 Liaise with and notify parties affected by the firing. 1.4 Prepare site and equipment. 1.5 Identify, calculate, and apply net explosive quantities and compatibility throughout the operation. 1.6 Set up test equipment.
2. Fire explosive	2.1 Prepare and test explosives and firing mechanisms. 2.2 Conduct firings. 2.3 Inspect residue to ensure all explosives have been fired. 2.4 Take and record measurements.
3. Finalise the firing process	3.1 Refurbish site and equipment. 3.2 Maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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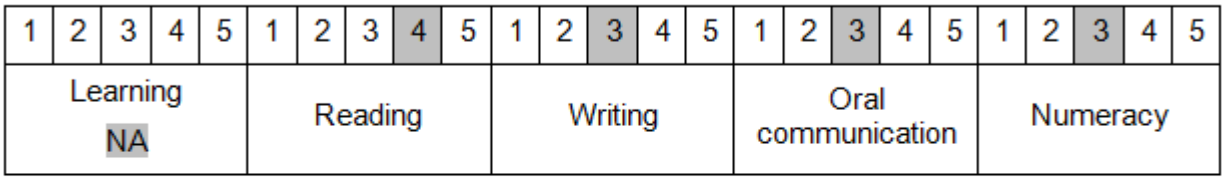
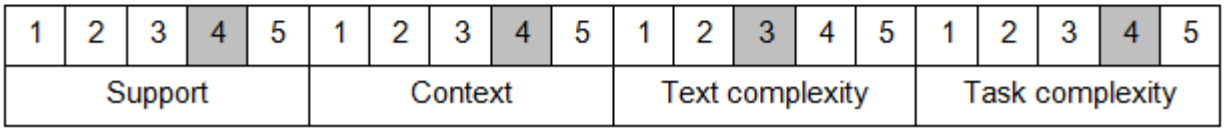
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO605D Conduct explosive ordnance firings.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO128 Conduct explosive firings

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing, interpreting and applying technical information related to explosives
- applying firing processes
- applying testing protocols and techniques
- conducting measuring and recording processes
- maintaining documentation and records
- identifying firing requirements and constraints
- recording results in accordance with firing instructions

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- characteristics, technical capabilities and limitations of explosives
- firing processes
- measuring and recording processes
- organisational reporting and documentation requirements
- testing protocols and techniques

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO129 Develop unique explosives

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO606D Develop unique explosives. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.4 removed • PC 1.6 and 1.7 merged

Application

This unit of competency is not cleared for public access.

Defence units that require Defence clearance for access are not included in this document. Public access to these units has the potential to compromise Defence operations and security as well as place members of the public and Defence Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australian Defence Force. Contact Government Skills Australia for more information, visit the website available in the links.

Elements and Performance Criteria

Not For Public Access.

Foundation Skills

Not For Public Access.

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Unit Mapping Information

This unit supersedes and is equivalent to DEFEO606D Develop unique explosives.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO129 Develop unique explosives

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Not For Public Access.

Knowledge Evidence

Not For Public Access.

Assessment Conditions

Not For Public Access.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO141 Prepare firing points

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO800A Prepare proof firing points. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.3 and 3.3 removed • Element 1 reworded

Application

This unit describes the skills required to prepare proof, trial and experimental firing points to support proof, experimental and trial testing of munitions and weapon systems. The practitioner is responsible for ensuring the available firing point technologies and equipment best meet the design outcomes of the required test.

This unit was developed for personnel who are firing point specialists working within proof, experimental and trials organisations or original equipment manufacturers, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently as part of a team under indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform routine tasks in known contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for proof, trial and experimental firing	1.1 Read and clarify proof, trial and experimental instructions. 1.2 Identify and apply relevant range regulations. 1.3 Identify and resource required stores and equipment and check for calibration, serviceability and safety. 1.4 Liaise with relevant parties. 1.5 Obtain agreement on firing point preparation in consultation with stakeholders.
2. Establish firing point	2.1 Install equipment in accordance with the proof, trial and experimental instruction. 2.2 Monitor installation of data acquisition equipment. 2.3 Check safety traces against the set-up. 2.4 Check functionality of equipment and record identification data, condition and calibration.
3. Monitor firing point equipment	3.1 Monitor performance of equipment. 3.2 Document performance of equipment.
4. Recondition firing point	4.1 Undertake safety checks. 4.2 Confirm and record equipment calibration. 4.3 Record and report equipment condition. 4.4 Recondition firing point.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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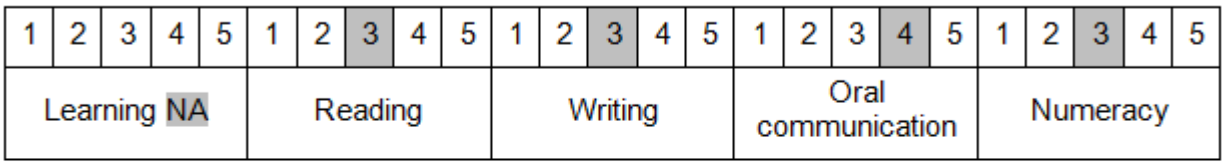
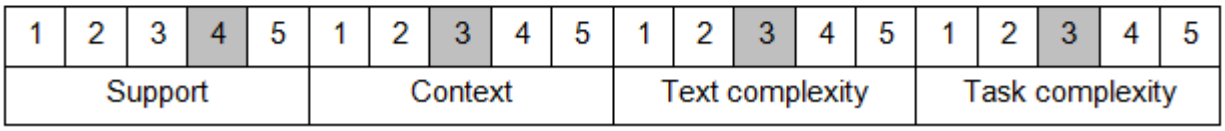
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO800A Prepare proof firing points.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO141 Prepare firing points

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing and evaluating information
- preparing and presenting simple reports
- preparing and installing the equipment necessary to prepare proof, trial and experimental firing points
- using PPE
- using manual handling and team lifting techniques
- handling dangerous goods and hazardous substances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- effect of small arms, other calibre and explosive fire/detonation
- licensing requirements
- organisational guidelines and standards
- proof, trial and experimental tests involving explosive ordnance and weapon systems
- regulatory requirements
- explosive ordnance or weapon systems undergoing testing

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

This unit needs to be assessed in an authorised and licensed potential explosion site or authorised test facility.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO142 Undertake firings of small arms

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO801A Undertake proof firings of small arms. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.1 removed

Application

This unit describes the skills required to undertake proof, trial and experimental firings of small arms.

This unit was developed for specialists working within proof, trial and experimental organisations, but may be applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team under direct and/or indirect supervision, and would use discretion and judgement, and take responsibility for the quality of their output. They would perform routine tasks in known contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Explosive Ordnance

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for firing	1.1 Carry and handle small arms weapon system. 1.2 Identify, select and handle ammunition. 1.3 Conduct weapons drills. 1.4 Adopt fire positions in accordance with the proof, trial and experimental requirement. 1.5 Prepare and secure static fired weapons. 1.6 Secure ammunition.
2. Fire small arms	2.1 Fire small arms in a person fired or static fired mode. 2.2 Employ weapon sighting systems and associated equipment. 2.3 Identify and engage targets. 2.4 Report incidents.
3. Finalise firing and maintain stores and equipment	3.1 Undertake operator maintenance. 3.2 Identify and report defects. 3.3 Refurbish ranges. 3.4 Complete post-range practice administration. 3.5 Record and report observations on the firing.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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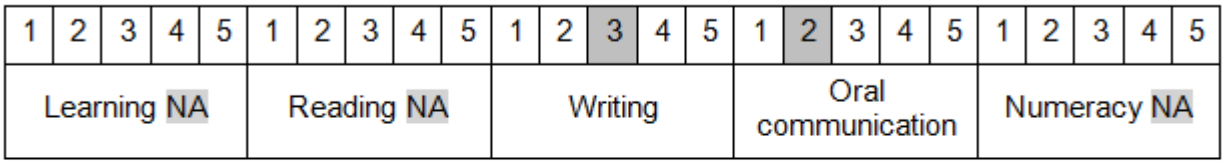
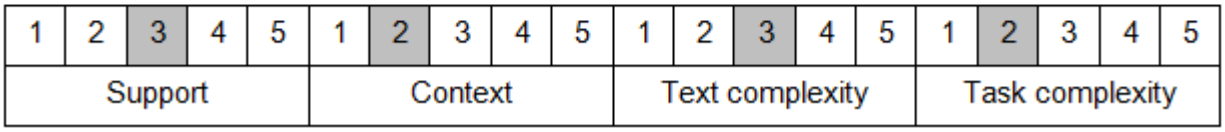
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO801A Undertake proof firings of small arms.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO142 Undertake firings of small arms

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- handling and operating small arms weapons systems
- operating the range of small arms used in the test/trial to conduct all firearm drills
- identifying ammunition defects (including corrosion, cracks, damaged packing, damaged weapon parts, dented cartridge cases, fluting on cartridge case, incorrect propellants, proud or recessed primer, rust, weeping)

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- firing operation and effect of small arms weapon systems
- organisational guidelines and standards
- range safety
- small arms ballistics

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment with person fired and one assessment with static fired. These assessments must be conducted with live ammunition.

This unit needs to be assessed in an authorised and licensed potential explosion site or authorised test facility.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO143 Undertake firings of other calibre weapons

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO802A Undertake proof firings of other calibre weapons. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.1 removed • Element 1 one new PC

Application

This unit describes the skills required to undertake proof, trial and experimental firings of other calibre weapons.

This unit was developed for Defence personnel who are specialists working within proof, trial and experimental organisations, but may be applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a weapon crew under direct and/or indirect supervision, and would use discretion and judgement, and take responsibility for the quality of their output. They would perform routine tasks in known contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for firing	1.1 Carry and handle other calibre weapon system. 1.2 Identify, select and handle ammunition. 1.3 Conduct weapons drills. 1.4 Adopt fire positions in accordance with the proof, trial and experimental requirement. 1.5 Prepare and secure static fired weapons. 1.6 Secure ammunition.
2. Fire weapons	2.1 Fire weapons in a person fired or static fired mode. 2.2 Employ weapon sighting systems and associated equipment. 2.3 Identify and engage targets. 2.4 Report incidents.
3. Finalise firing and maintain stores and equipment	3.1 Undertake operator maintenance. 3.2 Identify and report defects. 3.3 Refurbish ranges. 3.4 Complete post-range practice administration. 3.5 Record and report observations on the firing.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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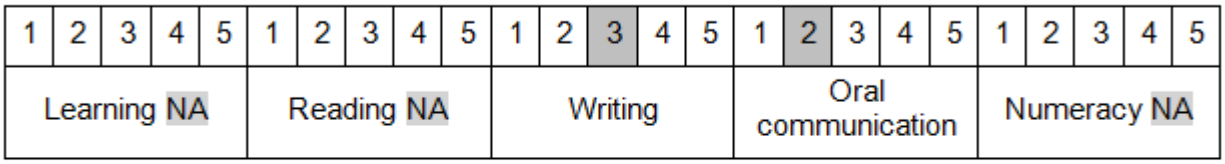
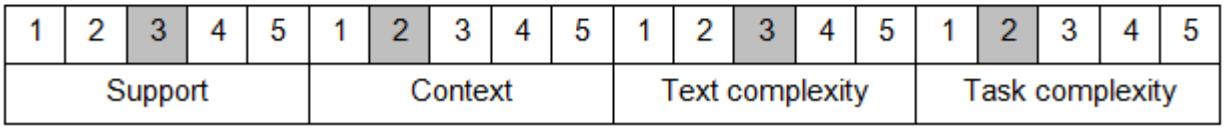
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO802A Undertake proof firings of other calibre weapons.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO143 Undertake firings of other calibre weapons

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- handling and operating weapons systems
- operating the range of weapons used in the test/trial to conduct all firearm drills
- identifying ammunition defects (corrosion, cracks, damaged packing, damaged weapon parts, dented cartridge cases, fluting on cartridge case, incorrect propellants, proud or recessed primer, rust, weeping)

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- firing operation and effect of weapon systems
- organisational guidelines and standards
- range safety
- weapons ballistics

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidate needs to complete at least one assessment with person fired and one assessment with static fired. These assessments must be conducted with live ammunition.

This unit needs to be assessed in an authorised and licensed potential explosion site or authorised test facility.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO144 Conduct static tests

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO803A Conduct static proof tests. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.7 removed • Element 1 one new PC, Element 2 one new PC

Application

This unit describes the skills required to conduct static proof, trial and experimental tests in the explosive ordnance environment. Explosive static tests are conducted to ensure weapons systems or explosives meet the required standards. The static tests are a common component of explosive quality assurance.

This unit was developed for personnel who are testing specialists working within proof, trial and experimental organisations or original equipment manufacturer facilities, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as individuals and as part of a team under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform routine tasks in range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for static proof, trial and experimental tests	1.1 Obtain and confirm test plan. 1.2 Brief stakeholders and test participants in accordance with test plan. 1.3 Check and initiate safety systems and procedures in accordance with test plan. 1.4 Obtain and confirm information on resource requirements and availability. 1.5 Prepare information support systems for static tests, including achievable reporting and recording processes, in accordance with resource requirements. 1.6 Negotiate and resolve coordination issues with others affected by the tests. 1.7 Construct required safety traces.
2. Conduct tests	2.1 Identify and liaise with static test planners. 2.2 Implement, monitor and amend test plan based on changing circumstances. 2.3 Conduct tests in accordance with testing requirements. 2.4 Allocate resources to testing tasks in accordance with the test plan and resource availability. 2.5 Collect and record data generated by tests in accordance with agreed methodology.
3. Report on test results	3.1 Report data generated by the test. 3.2 Provide options and recommendations resulting from the test in a clear and comprehensive format. 3.3 Produce and maintain post-testing reports, statistical reports and other records.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO803A Conduct static proof tests.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO144 Conduct static tests

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- assessing risks
- communicating and liaising effectively with stakeholders
- coordinating activities
- evaluating information
- writing reports

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- evaluation processes
- organisational WHS requirements
- reporting procedures
- risk assessment
- static testing methodologies

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO145 Conduct dynamic small arms tests

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO804A Conduct dynamic small arms proof tests. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.7 removed • Element 1 one new PC

Application

This unit describes the skills required to conduct dynamic small arms proof, trial and experimental tests in the explosive ordnance environment. Explosive ordnance dynamic small arms tests are conducted to ensure weapons systems or small arms ammunition in service meet the required standards. The dynamic small arms proof tests are a common component of explosive ordnance quality assurance.

This unit was developed for proof, trial and experimental testing specialists working within proof, trial and experimental organisations in Defence, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision. They would use discretion and judgement, and take responsibility for the quality of their output. They would perform routine tasks in range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for dynamic small arms tests	1.1 Obtain and confirm test plan. 1.2 Brief stakeholders and test participants in accordance with test plan. 1.3 Check and initiate safety systems and procedures in accordance with test plan. 1.4 Obtain and confirm information on resource requirements and availability. 1.5 Prepare information support systems for dynamic small arms tests, including achievable reporting and recording processes, in accordance with resource requirements. 1.6 Negotiate and resolve coordination issues with others affected by the tests. 1.7 Construct required safety traces.
2. Conduct tests	2.1 Identify and liaise with dynamic small arms test planners. 2.2 Implement, monitor and amend test plan based on changing circumstances. 2.3 Conduct tests in accordance with testing requirements. 2.4 Allocate resources to testing tasks in accordance with the test plan and resource availability. 2.5 Collect and record data generated by tests in accordance with agreed methodology.
3. Report on test results	3.1 Report data generated by the test. 3.2 Provide options and recommendations resulting from the test in a clear and comprehensive format. 3.3 Produce and maintain post-testing reports, statistical reports and other records.

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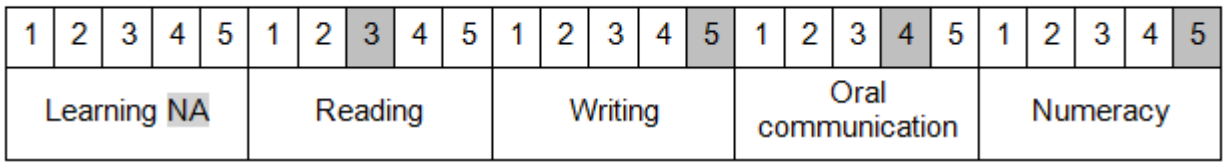
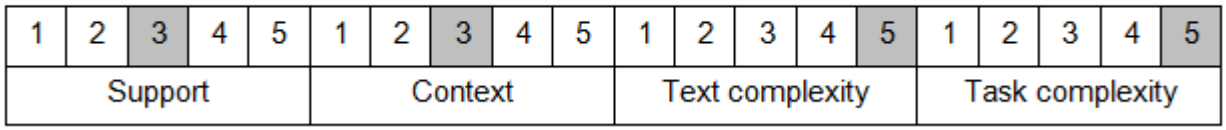
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO804A Conduct dynamic small arms proof tests.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO145 Conduct dynamic small arms tests

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- assessing risks
- communicating and liaising effectively with stakeholders
- coordinating activities
- evaluating information
- writing reports

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- evaluation processes
- organisational WHS requirements
- reporting procedures
- risk assessment
- dynamic small arms proof, trial and experimental testing methodologies

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO146 Conduct dynamic other calibre tests

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO805A Conduct dynamic other calibre proof tests. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.7 removed • Element 1 one new PC

Application

This unit describes the skills required to conduct dynamic other calibre proof, trials and experimental tests in the explosive ordnance environment. Explosive ordnance dynamic other calibre tests are conducted to ensure weapons systems or other calibre ammunition in service meet the required standards. The dynamic other calibre tests are a common component of explosive ordnance quality assurance.

This unit was developed for proof, trials and experimental testing specialists working within proof, trials and experimental organisations in Defence, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision. They would use discretion and judgement, and take responsibility for the quality of their output. They would perform routine tasks in range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for dynamic other calibre tests	1.1 Obtain and confirm test plan. 1.2 Brief stakeholders and test participants in accordance with test plan. 1.3 Check and initiate safety systems and procedures in accordance with test plan. 1.4 Obtain and confirm information on resource requirements and availability. 1.5 Prepare information support systems for dynamic other calibre tests, including achievable reporting and recording processes, in accordance with resource requirements. 1.6 Negotiate and resolve coordination issues with others affected by the tests. 1.7 Construct required safety traces.
2. Conduct tests	2.1 Identify and liaise with dynamic other calibre test planners. 2.2 Implement, monitor and amend test plan based on changing circumstances. 2.3 Conduct tests in accordance with testing requirements. 2.4 Allocate resources to testing tasks in accordance with the test plan and resource availability. 2.5 Collect and record data generated by tests in accordance with agreed methodology.
3. Report on test results	3.1 Report data generated by the test. 3.2 Provide options and recommendations resulting from the test in a clear and comprehensive format. 3.3 Produce and maintain post-testing reports, statistical reports and other records.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO805A Conduct dynamic other calibre proof tests.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO146 Conduct dynamic other calibre tests

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- assessing risks
- communicating and liaising effectively with stakeholders
- coordinating activities
- evaluating information
- writing reports

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- evaluation processes
- organisational WHS requirements
- reporting procedures
- risk assessment
- dynamic other calibre proof, trials and experimental testing methodologies

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO147 Conduct environmental tests

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO806A Conduct environmental tests. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice. • PC 1.7 removed • Element 1 one new PC

Application

This unit describes the skills required to conduct environmental tests in the explosive ordnance environment. Explosive ordnance environmental tests are conducted to ensure weapons systems or small arms ammunition in service meet the required standards. The environmental tests are a common component of explosive ordnance quality assurance. The environmental tests can be conducted as a component of the assessment of safety and suitability for service (S3 process) or as an in-service survey.

This unit was developed for proof, trials and experimental testing specialists working within proof, trials and experimental organisations in Defence, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team under direct and/or indirect supervision. They would use discretion and judgement, and take responsibility for the quality of their output. They would perform routine tasks in range of contexts.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for environmental tests	1.1 Obtain and confirm test plan. 1.2 Brief stakeholders and test participants in accordance with test plan. 1.3 Check and initiate safety systems and procedures in accordance with test plan. 1.4 Obtain and confirm information on resource requirements and availability. 1.5 Prepare information support systems for environmental tests, including achievable reporting and recording processes, in accordance with resource requirements. 1.6 Negotiate and resolve coordination issues with others affected by the tests. 1.7 Construct required safety traces.
2. Conduct tests	2.1 Identify and liaise with environmental test planners. 2.2 Implement, monitor and amend test plan based on changing circumstances. 2.3 Conduct tests in accordance with testing requirements. 2.4 Allocate resources to testing tasks in accordance with the test plan and resource availability. 2.5 Collect and record data generated by tests in accordance with agreed methodology.
3. Report on test results	3.1 Report data generated by the test. 3.2 Provide options and recommendations resulting from the test in a clear and comprehensive format. 3.3 Produce and maintain post-testing reports, statistical reports and other records.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO806A Conduct environmental tests.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO147 Conduct environmental tests

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- assessing risks
- communicating and liaising effectively with stakeholders
- coordinating activities
- evaluating information
- writing reports

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- evaluation processes
- organisational WHS requirements
- reporting procedures
- risk assessment
- environmental testing methodologies

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO148 Prepare explosives for proof tests

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO807A Prepare explosive ordnance for proof tests. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Unit title changed to better reflect unit outcomes • PC 1.2 and 1.4 removed

Application

This unit describes the skills required to prepare explosives for proof, trials and experimental tests. The preparation of explosives is a normal component of this testing. The preparation includes a range of alterations and modifications required to meet the proof testing process.

This unit was developed for personnel who are specialists working within proof, trials and experimental organisations, but may be applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team under indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would conduct routine tasks in known contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify the trial and proof test requirements	1.1 Read and clarify proof, experimental or trial instructions. 1.2 Acquire required resources and check for serviceability.
2. Conduct the preparation activities	2.1 Monitor and adhere to environmental requirements. 2.2 Prepare explosives within proof, experimental or trial parameters. 2.3 Maintain records throughout the process to ensure traceability of preparation activities.
3. Finalise preparation	3.1 Return to store or dispose of excess explosives. 3.2 Make area safe. 3.3 Maintain documentation appropriate to the task.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication NA					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO807A Prepare explosive ordnance for proof tests.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO148 Prepare explosives for proof tests

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing and evaluating information
- machining or moulding or extruding or pressing or stamping explosives

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- licensing requirements
- explosive shapes
- explosives mixture and compounds
- sensitivity of explosives
- insensitiveness
- figure of sensitivity
- wave shaping

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO149 Prepare explosives for metal hardening

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO808B Prepare explosives for metal hardening. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.1 and 4.1 removed • Element 1 one new PC • Element 4 two new PC • Element 2 three new PC • all PC reordered

Application

This unit describes the skills required to prepare explosives for metal hardening. Metal hardening using sheet explosives is a specialised application of explosives and is used to harden metals such as rail points.

This unit was developed for personnel who are specialists working within proof and trials organisations, but may be applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team under indirect supervision. They would use discretion and judgement, and take responsibility for the quality of their output. They would conduct routine tasks in known contexts.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify metal hardening requirements	1.1 Read and clarify metal hardening instructions. 1.2 Acquire required resources and check for serviceability. 1.3 Identify explosives to meet measured hardening requirements. 1.4 Identify and prepare templates used in association with the cutting of the sheet explosives.
2. Prepare sheet explosives	2.1 Monitor and adhere to environmental requirements. 2.2 Prepare explosives within proof or trial parameters. 2.3 Maintain records throughout the process to ensure traceability of preparation activities. 2.4 Inspect sheet explosives to ensure serviceability and safety. 2.5 Cut and label sheet explosives to the required length and shape. 2.6 Prepare sheet explosives for transport to the range.
3. Prepare detonators	3.1 Identify detonators. 3.2 Check detonators for continuity and repack for transport.
4. Finalise activity	4.1 Return to store or dispose of excess explosives. 4.2 Make area safe. 4.3 Maintain documentation appropriate to the task.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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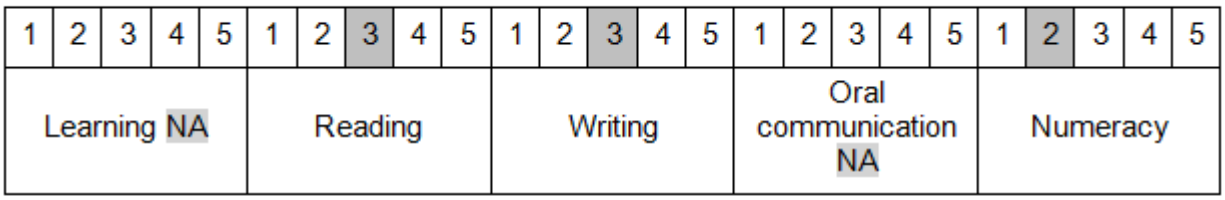
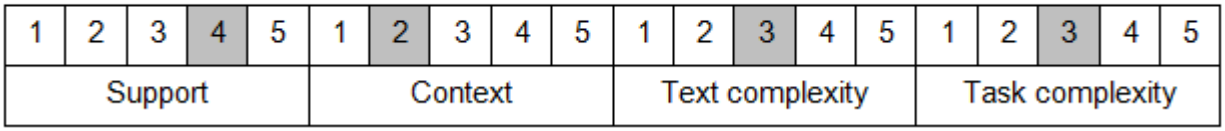
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO808B Prepare explosives for metal hardening.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO149 Prepare explosives for metal hardening

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing and evaluating information
- preparing explosives for metal hardening

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- licensing requirements
- explosive shapes
- explosives mixture and compounds
- sensitivity of explosives
- insensitiveness
- figure of sensitivity
- wave shaping
- explosive ordnance in relation to hardening steel

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO150 Acquire data related to velocity

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO809A Acquire data related to velocity. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.5 and 2.5 removed • PC 3.1 and 3.2 merged • Element 1 one new PC

Application

This unit describes the skills required to acquire data related to velocity in a proof and experimental environment. Explosive proof tests are conducted to ensure weapons systems or explosives meet the required standards. The acquisition of data related to velocity is a common component of proof tests.

This unit applies in a physical science or engineering environment where product undergoes testing to establish that it meets established standards and/or specifications related to velocity.

This unit was developed for data acquisition specialists working within proof and experimental organisations in Defence or original equipment manufacturer, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

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Those undertaking this unit must demonstrate the ability to work independently and as part of a team under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform complex tasks in a range of known contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for data collection	1.1 Obtain and confirm test plan. 1.2 Brief stakeholders and test participants in accordance with test plan. 1.3 Check and initiate safety systems and procedures in accordance with test plan. 1.4 Schedule key activities and timelines with full consideration to the specification and available resources. 1.5 Comply with and record administrative and legal requirements for data collection. 1.6 Communicate responsibilities to staff to ensure clarity of understanding of the work and to provide a basis for ongoing assessment. 1.7 Select and install data collection equipment in accordance with the data collection plan.
2. Gather data	2.1 Operate equipment according to manufacturer's specification, statutory and organisational policies and guidelines. 2.2 Collect data using methodologies detailed in the data collection plan. 2.3 Document metadata according to accepted industry standards. 2.4 Identify and plan for discrepancies between specification and actual activities.
3. Finalise the collection process	3.1 Complete and store data and documentation. 3.2 Check data integrity in accordance with the validation plan.

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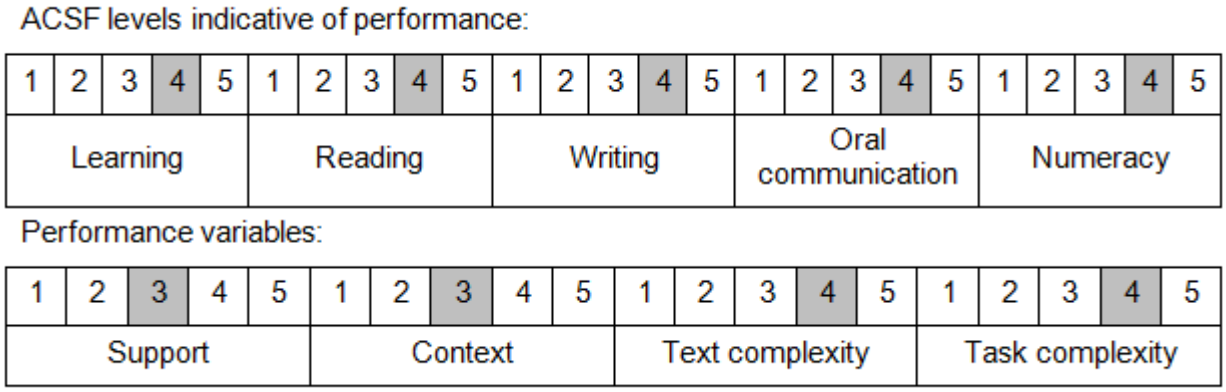
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO809A Acquire data related to velocity.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO150 Acquire data related to velocity

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing and evaluating information
- communicating effectively with stakeholders
- solving problems
- rectifying collection faults
- performing complex calculations and analysing data related to velocity

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- analysis process
- data acquisition methodologies
- information sources
- organisational guidelines and standards
- regulatory requirements
- relevant legislation
- research techniques

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO151 Acquire data related to pressure

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO810A Acquire data related to pressure. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.5 and 2.5 removed • PC 3.1 and 3.2 merged • Element 1 one new PC

Application

This unit describes the skills required to acquire data related to pressure in a proof and experimental environment. Explosive ordnance proof tests are conducted to ensure weapons systems or explosive ordnance in service with Defence meets the required standards. The acquisition of data related to pressure is a common component of proof tests.

This unit was developed for personnel involved in a physical science or engineering environment where products undergo testing to establish that they meet established standards and/or specifications in respect to pressure, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit must demonstrate the ability to work independently and as part of a team under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform complex tasks in a range of known contexts.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for data collection	1.1 Obtain and confirm test plan. 1.2 Brief stakeholders and test participants in accordance with the test plan. 1.3 Check and initiate safety systems and procedures in accordance with test plan. 1.4 Schedule key activities and timelines with full consideration to the specification and available resources. 1.5 Comply with and record administrative and legal requirements for data collection. 1.6 Communicate responsibilities to staff to ensure clarity of understanding of the work and to provide a basis for ongoing assessment. 1.7 Select and install data collection equipment in accordance with the data collection plan.
2. Gather data	2.1 Operate equipment according to manufacturer's specification, statutory and organisational policies and guidelines. 2.2 Collect data using methodologies detailed in the data collection plan. 2.3 Document metadata according to accepted industry standards. 2.4 Identify and plan for discrepancies between specification and actual activities.
3. Finalise the collection process	3.1 Complete and store data and documentation. 3.2 Check data integrity in accordance with the validation plan.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5
Learning					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	**3**	4	5	1	2	**3**	4	5	1	2	3	**4**	5	1	2	3	**4**	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO810A Acquire data related to pressure.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO151 Acquire data related to pressure

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing and evaluating information
- communicating effectively with stakeholders
- solving problems
- rectifying collection faults
- performing complex calculations and analysing data related to pressure

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- analysis process
- data acquisition methodologies
- information sources
- organisational guidelines and standards
- regulatory requirements
- relevant legislation
- research techniques

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO152 Acquire data related to time

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO811A Acquire data related to time. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.5 and 2.5 removed • PC 3.1 and 3.2 merged • Element 1 one new PC

Application

This unit describes the skills required to acquire data related to time in a proof and experimental environment. Explosive ordnance proof tests are conducted to ensure weapons systems or explosive ordnance, in service with Defence, meet the required standards. The acquisition of data related to time is a common component of proof tests.

This unit was developed for personnel involved in a physical science or engineering environment where products undergo testing to establish that they meet established standards and/or specifications in respect to time, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit must demonstrate the ability to work independently and as part of a team under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform complex tasks in a range of known contexts.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for data collection	1.1 Obtain and confirm test plan. 1.2 Brief stakeholders and test participants in accordance with test plan. 1.3 Check and initiate safety systems and procedures in accordance with test plan. 1.4 Schedule key activities and timelines with full consideration to the specification and available resources. 1.5 Comply with and record administrative and legal requirements for data collection. 1.6 Communicate responsibilities to staff to ensure clarity of understanding and to provide a basis for ongoing assessment. 1.7 Select and install data collection equipment in accordance with the data collection plan.
2. Gather data	2.1 Operate equipment according to manufacturer's specification, statutory and organisational policies and guidelines. 2.2 Collect data using methodologies detailed in the data collection plan. 2.3 Document metadata according to accepted industry standards. 2.4 Identify and plan for discrepancies between specification and actual activities.
3. Finalise the collection process	3.1 Complete and store data and documentation. 3.2 Check data integrity in accordance with the validation plan.

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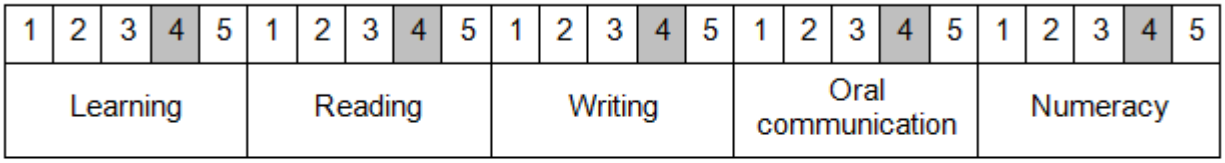
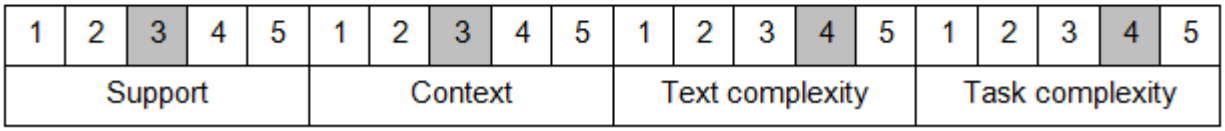
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO811A Acquire data related to time.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO152 Acquire data related to time

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing and evaluating information
- communicating effectively with stakeholders
- solving problems
- rectifying collection faults
- performing complex calculations and analysing data related to time

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- analysis process
- data acquisition methodologies
- information sources
- organisational guidelines and standards
- regulatory requirements
- relevant legislation
- research techniques

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO153 Acquire data related to environment

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO812A Acquire data related to environment. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.5 and 2.6 removed • PC 3.2 and 3.3 merged • Element 1 two new PC

Application

This unit describes the skills required to acquire data related to the environment in a proof and experimental environment. Explosive ordnance proof tests are conducted to ensure weapons systems or explosive ordnance, in service with Defence, meet the required standards. The acquisition of data related to the environment is a common component of proof tests.

This unit was developed for personnel involved in a physical science or engineering environment where products undergo testing to establish that they meet established standards and/or specifications related to environment, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit must demonstrate the ability to work independently and as part of a team, under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform complex tasks in a range of known contexts.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for data collection	1.1 Obtain and confirm test plan. 1.2 Brief stakeholders and test participants in accordance test plan. 1.3 Check and initiate safety systems and procedures in accordance with test plan. 1.4 Schedule key activities and timelines with full consideration to the specification and available resources. 1.5 Comply with and record administrative and legal requirements for data collection. 1.6 Communicate responsibilities to staff to ensure clarity of understanding of the work and to provide a basis for ongoing assessment. 1.7 Select and install data collection equipment in accordance with the data collection plan.
2. Gather data	2.1 Operate equipment according to manufacturer's specification, statutory and organisational policies and guidelines. 2.2 Relate entities to a reference system based on the specifications. 2.3 Collect data using methodologies detailed in the data collection plan. 2.4 Document metadata according to accepted industry standards. 2.5 Identify and plan for discrepancies between specification and actual activities.
3. Finalise the collection process	3.1 Add attributes and topological structures to spatial data according to specifications. 3.2 Complete and store data and documentation. 3.3 Check data integrity in accordance with the validation plan.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5
Learning					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	**3**	4	5	1	2	**3**	4	5	1	2	3	**4**	5	1	2	3	**4**	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO812A Acquire data related to environment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO153 Acquire data related to environment

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing and evaluating information
- communicating effectively with stakeholders
- solving problems
- rectifying collection faults
- performing complex calculations and analysing data related to environment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- analysis process
- data acquisition methodologies
- information sources
- organisational guidelines and standards
- regulatory requirements
- relevant legislation
- research techniques

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO154 Acquire data related to imagery

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO813A Acquire data related to imagery. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.5 and 2.5 removed • PC 3.1 & 3.2 merged • Element 1 one new PC

Application

This unit describes the skills required to acquire data related to imagery (film, video and digital) in a proof and experimental environment. Explosive ordnance proof tests are conducted to ensure weapons systems or explosive ordnance, in service with Defence, meet the required standards. The acquisition of data related to imagery is a common component of proof tests.

This unit was developed for data acquisition specialists working within proof and experimental organisations in Defence or original equipment manufacturer, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit must demonstrate the ability to work as individuals and as part of a team under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform complex tasks in a range of known contexts.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for data collection	1.1 Obtain and confirm test plan. 1.2 Brief stakeholders and test participants in accordance with the test plan. 1.3 Check and initiate safety systems and procedures in accordance with test plan. 1.4 Schedule key activities and timelines with full consideration to the specification and available resources. 1.5 Comply with and record administrative and legal requirements for data collection. 1.6 Communicate responsibilities to staff to ensure clarity of understanding of the work and to provide a basis for ongoing assessment. 1.7 Select and install data collection equipment in accordance with the data collection plan.
2. Gather data	2.1 Operate equipment according to manufacturer's specification, statutory and organisational policies and guidelines. 2.2 Collect data using methodologies detailed in the data collection plan. 2.3 Document metadata according to accepted industry standards. 2.4 Identify and plan for discrepancies between specification and actual activities.
3. Finalise the collection process	3.1 Complete and store data and documentation. 3.2 Check data integrity in accordance with the validation plan.

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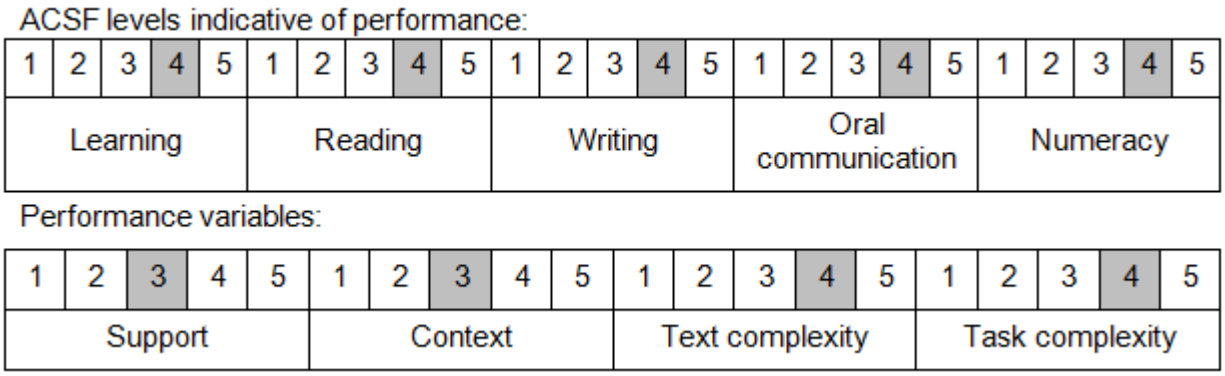
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO813A Acquire data related to imagery.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO154 Acquire data related to imagery

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing and evaluating information
- communicating effectively with stakeholders
- solving problems
- rectifying collection faults
- performing complex calculations and analysing data related to imagery

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- analysis process
- data acquisition methodologies
- information sources
- organisational guidelines and standards
- regulatory requirements
- relevant legislation
- research techniques

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO155 Provide survey data for proof and experimental firing

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO814A Provide survey data for proof and experimental firing. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 3.1 and 3.2 merged

Application

This unit describes the skills required to conduct surveys and to produce survey data in support of proof and experimental firings. This survey can be conducted by two people; one person being the observer and the other recording data – this unit of competency covers both roles. The production of survey data is crucial in the setting up and validation of a number of these proof tests. It applies in a physical science or engineering environment where a product undergoes testing to establish that it meets established standards and/or specifications.

This unit was developed for survey specialists working within proof and experimental organisations in Defence, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would typically work independently and as part of a team under direct and/or indirect supervision. They use discretion and judgement, and take responsibility for the quality of their output. They would perform complex tasks in known contexts.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for survey	1.1 Brief stakeholders and test participants in accordance with test plan. 1.2 Check and initiate safety systems and procedures in accordance with test plan. 1.3 Identify purpose and requirements of survey from written or oral instruction. 1.4 Confirm and clarify survey specifications. 1.5 Select and check for serviceability equipment required for survey in accordance with manufacturers' instructions.
2. Conduct survey tasks	2.1 Operate survey equipment to determine orientation, fixation and other requirements as determined by the survey scheme. 2.2 Record survey data. 2.3 Check visual clues in measurements or data for omissions or errors. 2.4 Communicate survey data. 2.5 Establish and record survey control points. 2.6 Communicate regularly with supervisor and colleagues. 2.7 Maintain survey equipment.
3. Finalise survey tasks	3.1 Complete and store survey data and documentation. 3.2 Check survey data integrity in accordance with the test plan.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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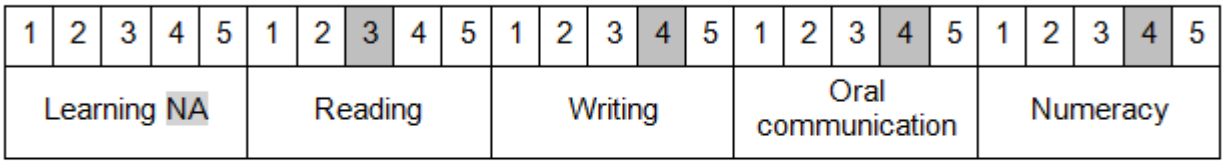
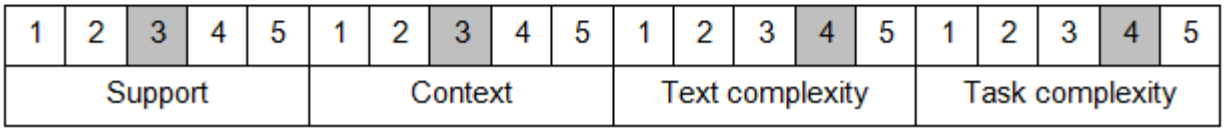
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO814A Provide survey data for proof and experimental firing.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO155 Provide survey data for proof and experimental firing

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- interpreting data
- recording information
- using communication systems
- providing survey data required to conduct proof firings
- maintaining survey data and documentation

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- analytical processes
- characteristics, tabulated data and limitations of the survey equipment
- communication procedures
- principles of survey

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO156 Operate small watercraft

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEO815A Operate small watercraft. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to operate small watercraft. It includes the requirement to prepare the watercraft for operations, to conduct buoyancy calculations, to carry out appropriate tasks, and to clean and maintain the watercraft. While the technical aspects of this competency are concerned with ‘operating a boat’, the specialisation of the skill, and safety issues associated with waterborne operations confer additional responsibilities upon the operator. For all watercraft operations the individual may need to provide directions to personnel within the boat concerning specific safety matters such as seating, movement and actions on incidents such as man overboard and capsize.

The watercraft will normally be operated:

- in protected or calm waters
- day or night
- in training, on exercise and on operations

This unit applies to those required to operate small watercraft to conduct a range of tasks including:

- transporting personnel and/or equipment across water
- assisting mounting and maintaining wet crossing activities
- patrolling range boundaries
- recovering proof ordnance

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The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit will usually work independently under indirect supervision, demonstrating sound judgement in the use of authority and making independent decisions. They would perform routine tasks in a range of contexts that are sometimes unfamiliar and unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Explosive Ordnance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for watercraft operations	1.1 Determine the task, cargo, destination and route and compile navigation data. 1.2 Calculate buoyancy/floatation to ensure passengers and cargo are safe to move. 1.3 Select equipment and check for serviceability, replace or reject unserviceable items and report to the supervisor. 1.4 Conduct shore preparation and ready watercraft for launch. 1.5 Select and wear appropriate personal protective equipment. 1.6 Give safety brief to passengers and crew prior to embarking.
2. Operate small watercraft	2.1 Launch watercraft safely allowing for local conditions. 2.2 Load and trim watercraft to ensure safety of crew and load. 2.3 Operate watercraft consistent with hazards and environmental conditions. 2.4 Provide directions to passengers to maintain safety and efficient boat operation. 2.5 Carry out contingency and emergency drills, to minimise threat to personnel and equipment. 2.6 Disembark personnel and unload cargo safely.
3. Recover and	3.1 Recover watercraft from ramp or improvised landing site.

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maintain vessel	3.2 Check for serviceability, clean and maintain watercraft and associated equipment. 3.3 Report defects and complete documentation. 3.4 Complete debriefing requirements.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEO815A Operate small watercraft.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO156 Operate small watercraft

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- calculating and recording number and weight of passengers, stores and equipment
- monitoring hazards and applying safety principles to operations
- using clear interpersonal communication as operator of the vessel
- using knots and lashings to secure watercraft
- navigating using maps and GPS

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge:

- applicable statutory waterways rules for watercraft operation
- buoyancy/floatation calculations
- composition of teams, and roles and responsibilities of team members
- effects of water moving over objects and obstacles
- local water hazards and environmental conditions
- techniques for supporting others
- verbal and non-verbal communication techniques

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO210 Manage explosive ordnance engineering and logistics processes

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to manage explosive ordnance engineering and logistics processes.

It includes identifying and planning explosive ordnance engineering and logistics processes, and feasibility assessments. It also includes managing and concluding engineering and logistics processes.

This unit applies to persons who are required to manage explosive ordnance engineering and logistics processes.

A manager of explosive ordnance processes will have some autonomy of action, may delegate authority to subordinates and is capable of independent decisionmaking, requiring no supervision.

The management of explosive ordnance processes is primarily conducted in installations involved in the storage, distribution and maintenance of explosive ordnance, however it may be performed in research and development establishments, and proof and experimental establishments.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Explosive Ordnance

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Identify explosive ordnance processes and feasibility assessment	**1.1** Identify storage, distribution and maintenance processes to be performed and confirm with relevant personnel
	1.2 Identify organisational policies, procedures and issues of concern/shortfall applying to relevant processes
	1.3 Determine resources and any special requirement/s for the performance and conduct of explosive ordnance engineering and logistics processes
	1.4 Assess feasibility of explosive ordnance engineering and logistics processes to be undertaken and identify offsets/compromises as required, in accordance with organisational procedures
2 Plan to conduct explosive ordnance processes	**2.1** Plan to conduct storage, distribution and maintenance processes and identify resource requirement/s in accordance with operational procedures
	2.2 Identify availability and suitability of resources
	2.3 Adjust plans and schedules to accord with resource availability and seek authorisation to progress in accordance with organisational policies and procedures
	2.4 Identify relevant financial resources and seek authorisation to proceed
	2.5 Confirm capital requirements and program acquisition in accordance with explosive ordnance engineering and logistics plan
	2.6 Source production and support materials and plan to procure in accordance with production plan
	2.7 Confirm staffing requirements, and develop and implement recruiting plan to provide technical and administrative staff in accordance with organisational policies and procedures
	2.8 Identify and implement relevant legislative requirements including work health and safety (WHS) and

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		environmental matters, during the planning and production processes
	2.9	Finalise, document and authorise development and production plans in accordance with organisational policies and procedures
3 Manage explosive ordnance processes	**3.1**	Inform explosive ordnance process supervisors about production requirements, resources and delegated authority
	3.2	Manage explosive ordnance processes to ensure efficiency of their performance, and to achieve quality of production and objectives
	3.3	Monitor production and adjust plans to reflect requirements in quality, quantity and efficiency
	3.4	Coordinate explosive ordnance processes and reallocate/adjust resources, as required
	3.5	Conduct liaison with supervisors, suppliers, clients and superiors as required, and address feedback and performance
	3.6	Action reported defects/problems in accordance with organisational procedures and instructions
	3.7	Determine and either provide or request support requirements in accordance with organisational procedures
	3.8	Provide reports in accordance with operational guidelines
4 Conclude processes	**4.1**	Process production in accordance with organisational instructions and procedures
	4.2	Debrief supervisors on the performance of their process
	4.3	Relocate resources in accordance with organisational instructions and procedures
	4.4	Document explosive ordnance processes to meet organisational requirements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of

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competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFEO210C Manage explosive ordnance engineering and logistics processes.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO210 Manage explosive ordnance engineering and logistics processes

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- adjusting processes to reflect changed circumstances
- communicating with supervisors, suppliers, clients and subordinates
- concluding explosive ordnance processes
- following safety, legislative and statutory requirements relevant to the risk assessment
- identifying, interpreting and analysing risk assessment requirements relevant to explosive ordnance engineering and logistics processes
- identifying, sourcing and allocating relevant resources to the processes
- managing explosive ordnance processes efficiently and effectively
- planning for the conduct of explosive ordnance processes
- preparing complex documents, includes reports, feasibility assessments and organisational plans
- using effective techniques to support teams.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- acquisition processes
- composition of teams, and roles and responsibilities of team members
- explosive ordnance engineering and logistics processes
- feasibility assessment requirements
- instructions and procedures relating to the performance of the processes
- inventory control
- operational safety associated with the explosive ordnance process
- organisational procedures for budgets and financial management
- relevant legislation, organisational policies, procedures and instructions, including work health and safety
- relevant organisational reporting requirements and procedures
- resource and other requirements for the engineering and logistics processes.

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Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- facilities and resources used in the packaging, storage, distribution and maintenance of explosive ordnance, including a licensed explosive site
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO215 Operate lighterage equipment

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to operate lighterage (also called lightering) ammunition equipment.

It includes the requirement to inspect, operate and maintain the lighter and to communicate with the tug boat operator during towing operations. It also includes completing lighter equipment housekeeping activities.

It does not include the requirement to load or unload the lighter.

This unit applies to persons who are required to operate an ammunition lighter in order to move ammunition.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Explosive Ordnance

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Prepare for lighter operations**	**1.1**	Identify and confirm requirements to operate a lighter in accordance with organisational procedures
		1.2	Apply work health and safety (WHS) requirements and recognise safety precautions throughout the operation
		1.3	Inspect lighter for safe operation in accordance with organisational procedures
		1.4	Identify, obtain and prepare equipment and stores required for operation in accordance with operational guidelines
2	**Operate lighter**	**2.1**	Moor and manoeuvre lighter in accordance with organisational requirements
		2.2	Open, close and secure hatches in accordance with work requirements and operational procedures
		2.3	Identify and maintain load security and protection throughout the operation
		2.4	Establish and maintain communication with tow boat operators throughout the towing operation
3	**Maintain lighter**	**3.1**	Conduct minor repairs and maintenance in accordance with organisational work procedures
		3.2	Erect and pull-down bird nets in accordance with operational procedures
		3.3	Clean lighter in accordance with safety and organisational guidelines
4	**Complete housekeeping activities**	**4.1**	Maintain equipment and tools in accordance with operational guidelines
		4.2	Finalise records and documentation, as required

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work

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environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFEO215A Operate lighterage equipment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO215 Operate lighterage equipment

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant emergency response procedures
- applying relevant organisational policies and procedures, including work health and safety
- applying relevant security and protection
- completing housekeeping activities
- conducting relevant lighter and equipment inspection, maintenance and repairs
- identifying, selecting and using equipment, stores and tools
- maintaining relevant records and documentation
- preparing for lighter operations
- undertaking operations with lighters, including:
  - mooring and manoeuvring lighters
  - moving and manoeuvring operating lighter
  - operating hatches
  - operating the lighter.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- relevant documentation requirements
- emergency response procedures
- equipment inspection requirements
- maintenance and repair procedures
- mooring and manoeuvring procedures
- relevant legislation, regulatory codes, organisational policies and procedures
- relevant lighter and equipment manufacturer specifications
- relevant marine orders
- security and protection procedures.

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Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate lighterage, materials, tools, associated equipment and personal protective equipment currently used in industry
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO509 Perform purging

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to purge explosive ordnance or containers.

It includes preparing for explosive ordnance testing, conducting and monitoring purging and finalising purging procedures.

This unit applies to persons who are required to purge explosive ordnance or containers.

Purging of explosive ordnance or containers is required to be performed on a range of explosive ordnance and specialised containers during maintenance processes.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Explosive Ordnance

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Prepare for testing	**1.1** Identify and confirm purging requirements from work

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			requests/instructions
		1.2	Apply relevant work health and safety (WHS) requirements, including those contained in organisational procedures, throughout the operation
		1.3	Identify, acquire and prepare technical references, tools and equipment required for the tests
		1.4	Identify, acquire, prepare, move and position explosive ordnance or containers in preparation for the task, in accordance with operational procedures
		1.5	Prepare purging equipment and set required flow and pressure specifications in accordance with operational procedures
		1.6	Identify, calculate, assess and apply net explosive quantities and compatibility throughout the operation in accordance with organisational procedures
		1.7	Monitor and maintain environmental conditions in accordance with organisational procedures
2	**Conduct and monitor purging**	**2.1**	Monitor purging process in accordance with organisational procedures
		2.2	Purge explosive ordnance or container in accordance with organisational policy and procedures
		2.3	Apply emergency response and contingency procedures, as required
3	**Finalise purging procedures**	**3.1**	Process explosive ordnance or containers in accordance with tasking requirements
		3.2	Maintain equipment/tools in accordance with organisational procedures
		3.3	Maintain documentation and records in accordance with statutory, organisational and workshop requirements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFEO509D Perform purging.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO509 Perform purging

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant compatibility and environmental constraints
- applying relevant legislation, statutory requirements, organisational policies, procedures and structures
- calculating and applying net explosive quantity
- communicating effectively orally and in writing
- preparing for testing
- reading, accessing, interpreting and applying technical instructions and drawings related to purging
- undertaking purging activities including:
  - conducting and monitoring purging
  - finalising purging procedures
  - maintaining documentation
  - monitoring pressures
  - operating purging equipment.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- assessment of compatibility
- calculation of net explosive quantity
- characteristics and limitations of purging equipment
- effects of environmental conditions
- operability and compatibility of purging equipment
- organisational documentation requirements
- organisational safety information sources
- relevant legislation, regulatory codes, organisational safety policies, procedures and structures.

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Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- facilities and resources used in the storage, distribution or maintenance of explosive ordnance
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO510 Maintain small arms ammunition

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to maintain small arms ammunition to depot level maintenance requirements as specified by the Australian Defence Force.

It includes preparing for and maintaining small arms ammunition, and completing maintenance activity. It also includes identifying and selecting tools and equipment, and applying organisational safety requirements and appropriate legislative and regulatory requirements.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Explosive Ordnance

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Prepare for small arms ammunition maintenance	**1.1** Identify, analyse and confirm small arms ammunition maintenance requirements from work requests/instructions

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		1.2 Apply work health and safety (WHS) requirements in accordance with organisational procedures throughout the operation
		1.3 Identify, confirm and obtain small arms ammunition to be maintained, in accordance with technical documentation
		1.4 Identify, obtain and prepare technical references, tools, equipment, consumables and packaging components in accordance with organisational procedures
		1.5 Identify, calculate, assess and apply net explosive quantities and compatibility throughout the operation
		1.6 Monitor and maintain environmental conditions, as required
2	**Maintain small arms ammunition**	**2.1** Inspect small arms ammunition in accordance with organisational procedures
		2.2 Conduct relevant maintenance in accordance with organisational procedures, technical specifications and drawings
		2.3 Apply emergency and contingency procedures, as required
		2.4 Conduct and record relevant small arms ammunition tests in accordance with organisational procedures, technical specifications and drawings
3	**Complete maintenance activity**	**3.1** Process small arms ammunition in accordance with the work requests/instructions
		3.2 Maintain equipment/tools in accordance with organisational procedures and guidelines
		3.3 Conduct housekeeping procedures in accordance with workshop requirements
		3.4 Maintain documentation and records in accordance with statutory, organisational and workshop requirements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFEO510C Maintain small arms ammunition.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO510 Maintain small arms ammunition

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant work health and safety requirements
- applying relevant operational policies and procedures
- applying safety, legislative and statutory requirements relevant to the risk assessment
- assessing and applying compatibility to identify and calculate net explosive quantities
- calculating net explosive quantity
- completing maintenance activity
- conducting relevant small arms ammunition tests
- identifying, selecting and using appropriate tools and equipment
- maintaining documentation
- preparing for and maintaining small arms ammunition.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- assessment of compatibility
- effects of environmental conditions
- net explosive quantity calculations
- operational maintenance procedures
- operations, characteristics and limitations of small arms ammunition to be maintained
- operations, characteristics and limitations of tools and equipment used in maintenance
- relevant documentation requirements
- relevant operational policies and procedures, including work health and safety
- small arms ammunition maintenance including:
  - components change out
  - cleaning
  - painting
  - fuzing and defuzing

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- small arms ammunition testing procedures
- storage, distribution or maintenance of explosive ordnance
- technical references including:
  - technical drawings
  - technical reference pamphlets
  - relevant publications
  - relevant orders and instructions.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in small arms ammunition maintenance workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated small arms ammunition maintenance workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- facilities and resources used in the storage, distribution or maintenance of explosive ordnance
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFEXO603 Conduct explosive ordnance trials

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to conduct trials in an explosive ordnance research environment.

Explosive ordnance trials are normally conducted to select new weapons systems or explosive ordnance for introduction into the Australian Defence Force.

It includes preparing for and conducting explosive ordnance trials and reporting on trial results.

This unit applies to persons who are required to prepare and conduct trials in an explosive ordnance research environment.

Trials are a common component of explosive ordnance research and involve a large number of personnel both in their planning and implementation. Persons however, may not necessarily be involved in both planning and implementing the research. It is common that persons involved in the implementation phase of the trials are not involved in the planning phase. In other instances, persons may be involved with both the planning phase and the implementation phase of the trial.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Explosive Ordnance

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Prepare for explosive ordnance trial	**1.1** Obtain and confirm information about resource requirements and availability in accordance with organisational procedures
	1.2 Prepare information support systems for explosive ordnance trial including achievable reporting and recording processes, in accordance with resource requirements
	1.3 Negotiate and resolve coordination issues with others affected by explosive ordnance trial
	1.4 Identify and observe health and safety (WHS)/occupational health and safety (OHS) principles and requirements throughout the trial process work
2 Conduct explosive ordnance trial	**2.1** Identify and liaise with explosive ordnance trial planners in accordance with organisational policy and procedures
	2.2 Implement, monitor and amend explosive ordnance trial plan based on changing circumstances, in accordance with methodologies and organisational procedures
	2.3 Allocate resources to trial tasks in accordance with plan and available resources
	2.4 Record data being generated by trial in accordance with agreed methodology and organisational procedures
3 Report on explosive ordnance trial results	**3.1** Collect and report data generated by explosive ordnance trial in accordance with organisational policy and procedures
	3.2 Provide options and recommendations resulting from explosive ordnance trial in a clear and comprehensive format
	3.3 Produce and maintain post-trial reports, statistical reports and other records in accordance with requirements and organisational procedures

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFEO603C Conduct explosive ordnance trials.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFEXO603 Conduct explosive ordnance trials

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying organisational safety policies and structures, including work health and safety (WHS)/occupational health and safety (OHS) requirements
- applying relevant organisational policies and procedures
- applying safety, legislative and statutory requirements relevant to the risk assessment
- communicating clearly and effectively
- coordinating relevant activities
- documenting and reporting trial results
- evaluating information
- identifying and allocating resources
- identifying hazards, assessing risks and implementing control measures
- identifying issues, interpreting and analysing risk assessment requirements relevant to explosive ordnance trial work being performed
- implementing trial methodologies and procedures
- recording trial data.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- evaluation processes
- explosive ordnance trials including:
  - environmental testing
  - organisational trials
  - proof testing
  - research group or divisional trials
  - specific field testing which is not a normal component of laboratory testing
- information support systems
- organisational safety policies and structures

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- organisational WHS/OHS requirements
- relevant organisational methodologies, policies and procedures
- resource requirements and allocation guidelines
- risk assessment
- trialling methodologies.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- facilities and resources used to conduct explosive ordnance trial/s in a research environment
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFFIN001 Promote public sector financial management compliance

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit describes the skills required to navigate through and comply with the financial management framework, and identify and act on non-compliance.

This unit applies to those working in the public sector Finance Domain who would be required to undertake financial management activities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to financial management.

Those undertaking this unit would work independently or as part of a team, under indirect supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs. They would perform complex tasks in familiar context.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Financial Management

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Develop understanding of the financial management framework**	**1.1**	Maintain currency of knowledge of the financial management framework
		1.2	Promote knowledge sharing of the financial management framework amongst colleagues
2	**Comply with the financial management framework**	**2.1**	Uphold financial management policies and principles
		2.2	Monitor compliance with financial management policies and procedures
		2.3	Implement strategies to ensure compliance with financial management policies and procedures within work area
3	**Manage compliance**	**3.1**	Identify and report on instances of non-compliance
		3.2	Implement and monitor corrective action

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFFIN001 Promote public sector financial management compliance

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- accessing, interpreting and applying financial management policies
- developing strategies to mitigate financial non-compliance
- providing technical advice on financial compliance
- reading and interpreting financial statements
- reading and interpreting Portfolio Budget Statements (PBS) and Portfolio Additional Estimates Statements (PAES).

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- relevant financial systems
- the Commonwealth budget cycle
- the organisation’s instructions relating to financial management activities
- the organisation’s Delegations framework
- the organisational structure, roles and responsibilities
- Portfolio Budget Statements (PBS) and Portfolio Additional Estimates Statements(PAES)
- relevant legislation and organisational accounting principles and policies
- the role and purpose of:
  - Department of Treasury
  - Department of Finance.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of

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assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- acceptable means of simulated assessment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFFIN002 Perform strategic financial management in the public sector environment

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit describes the skills required to practice subject matter expertise, and provide strategic financial management advice and stewardship.

This unit applies to those working in the public sector Finance Domain who would be required to undertake financial management activities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to financial management.

Those undertaking this unit would work independently or as part of a team, under indirect supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs. They would perform complex tasks in familiar context.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Financial Management

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Practice subject matter expertise**	**1.1**	Research current issues and trends affecting the organisation
		1.2	Provide input into the development of financial management policies
		1.3	Provide advice on complex financial management issues
		1.4	Oversee and guide financial management activities
2	**Establish financial management strategies**	**2.1**	Identify and analyse organisational priorities and stakeholder needs
		2.2	Develop a plan outlining expected strategies and outcomes
		2.3	Develop key performance indicators or targets, timelines and reporting requirements
		2.4	Implement processes to ensure that organisational strategies are adhered to
		2.5	Identify and document factors that may affect achievement of objectives and targets
3	**Manage risks**	**3.1**	Identify potential risks to organisational financial management
		3.2	Analyse risks and determine likelihood and potential consequence
		3.3	Implement risk management strategies
		3.4	Monitor risk outcomes

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

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Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFFIN002 Perform strategic financial management in the public sector environment

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- analysing data
- consulting and providing advice on complex issues
- identifying risks and relevant risk control measures
- implementing policy and procedural changes
- managing stakeholder relationships
- researching complex issues.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- Commonwealth policies impacting on candidate's role
- key internal and external stakeholders
- legislation, policies and procedures impacting on candidate's role
- strategic priorities and activities affecting the organisation
- the organisation's financial management policy structure.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy

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requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- acceptable means of simulated assessment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFFIN003 Ensure financial data quality

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit describes the skills required to ensure, review and improve data quality within the organisational financial management environment.

This unit applies to those working in the public sector Finance Domain.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to financial management activities.

Those undertaking this unit would work independently or as part of a team, under indirect supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs. They would perform routine tasks in familiar context.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Financial Management

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Uphold data quality	**1.1** Apply Chart of Accounts to financial data

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	principles		
		1.2	Maintain financial records
2	**Reconcile financial data**	**2.1**	Identify source data to be reconciled
		2.2	Identify subsidiary systems, documents and records to reconcile against
		2.3	Identify, investigate and explain variances
		2.4	Detect and rectify errors
3	**Review and improve data quality in the workplace**	**3.1**	Identify failure points in data management process
		3.2	Determine appropriate controls to address relevant risks
		3.3	Evaluate the effectiveness of key data quality controls
		3.4	Address control deficiencies

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFFIN003 Ensure financial data quality

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- analysing data and information
- complying with data quality control systems
- identifying, interpreting and complying with Departmental data management requirements
- identifying key variances and rectifying errors
- identifying risks and relevant risk control measures.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- financial data quality assurance principles and practices
- relevant legislation and organisational record management policies and processes
- the Chart of Accounts framework.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

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- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- acceptable means of simulated assessment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFFIN004 Support strategic financial management in the public sector environment

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit describes the skills and knowledge required to support strategic financial management in the public sector environment.

This unit applies to those working in the Finance Domain who would be required to undertake financial administration activities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to financial administration.

Those undertaking this unit would work independently or as part of a team, under direct supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs. They would perform complex tasks in familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Financial Management

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Apply subject matter expertise**	**1.1**	Provide input into the development of financial management policies
		1.2	Provide advice on financial management issues
2	**Support financial management strategies**	**2.1**	Identify organisational priorities and stakeholder needs
		2.2	Contribute to the development of a plan outlining expected strategies and outcomes
		2.3	Identify factors that may affect achievement of objectives and targets
3	**Support financial risk management**	**3.1**	Identify potential risks to organisational financial management
		3.2	Provide input into risk analysis
		3.3	Apply risk management strategies
		3.4	Monitor risk outcomes

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFFIN004 Support strategic financial management in the public sector environment

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- consulting and providing advice on financial management issues
- supporting the implementation of policy and procedural changes
- supporting stakeholder relationships
- providing input into the development of policy and procedure documents.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- Commonwealth policies impacting on individual role
- financial management policy structure
- key internal and external stakeholders
- organisational policies and procedures impacting on individual role
- priorities, activities, issues and trends affecting the organisation.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

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Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- acceptable means of simulated assessment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFFIN005 Understand and comply with a financial management framework

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit describes the skills required to navigate through and comply with the organisation's financial management framework, and identify and act on non-compliance.

This unit applies to those working in the public sector Finance Domain who would be required to undertake financial management activities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to financial administration.

Those undertaking this unit would work independently or as part of a team, under direct supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs. They would perform complex tasks in familiar context.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Financial Management

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Develop understanding of the financial management framework**	**1.1**	Maintain currency of knowledge of the financial management framework
		1.2	Seek advice and guidance from colleagues to clarify financial management requirements
2	**Comply with the financial management framework**	**2.1**	Uphold financial management policies and principles
		2.2	Promote compliance with financial management policies amongst colleagues
3	**Manage compliance**	**3.1**	Identify and report on instances of non-compliance
		3.2	Make recommendations to management to reduce the risk of future non-compliance

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFFIN005 Understand and comply with a financial management framework

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- accessing, interpreting and applying financial management policies
- identifying financial non-compliance.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- financial statements
- the Commonwealth budget cycle
- financial systems
- instructions relating to financial management activities
- key deliverables and key performance indicators of the organisation
- the organisation’s Delegations framework
- the organisational structure
- organisational roles and responsibilities
- the purpose of the Portfolio Budget Statements (PBS) and Portfolio Additional Estimates Statements(PAES)
- the relevant legislation and organisational accounting principles and policies
- the role and purpose of:
  - Department of Treasury
  - Department of Finance.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of

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assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- acceptable means of simulated assessment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFFIN006 Perform financial management of public sector assets

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit describes the skills required to undertake asset assessments, review assets under construction, manage asset reviews and process financial adjustments of disposed assets.

This unit applies to those working in the public sector Finance Domain who would be required to undertake financial management activities related to assets as part of their duties.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to financial administration.

Those undertaking this unit would be working under minimal supervision and/or supervising small teams while undertaking financial management tasks. They would perform complex tasks in familiar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Financial Management

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Conduct asset assessment**	**1.1**	Determine asset type
		1.2	Calculate asset value
		1.3	Record details on the relevant financial management system
2	**Review assets under construction**	**2.1**	Determine accounting treatment of project expenditure
		2.2	Assess ongoing viability of assets to provide assurance of the value
		2.3	Validate acceptance documentation and recognise assets in use in the financial management system
3	**Perform asset management reviews**	**3.1**	Analyse and prepare data for the asset management reviews
		3.2	Distribute prepared data to relevant stakeholders
		3.3	Analyse stakeholder returns
		3.4	Process financial adjustments in the financial management system
4	**Process financial adjustment of disposed assets**	**4.1**	Review disposal documentation for accuracy and completeness
		4.2	Process disposal on financial management system

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFFIN006 Perform financial management of public sector assets

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- analysing and providing assurance of Asset-Under-Construction value
- calculating asset value
- communicating with stakeholders
- evaluating data for asset management review
- preparing reports
- processing and reviewing financial adjustments, additions and disposals
- validating acceptance documentation.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- asset types
- difference between a capital and an expensed payment
- disposal documentation requirements
- relevant legislation and organisational asset accounting policies.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy

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requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- acceptable means of simulated assessment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFFIN007 Analyse and report on organisational operating costs

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit describes the skills required to plan for, gather information for analysis, and submit a report on organisational operating costs.

This unit applies to those working in the public sector Finance Domain who would be required to undertake financial management activities related to management reporting as part of their duties.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to financial administration.

Those undertaking this unit would be working under minimal supervision and/or supervising small teams while undertaking financial management tasks. They would perform sophisticated tasks in familiar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Financial Management

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Plan for provision of a report**	**1.1**	Establish timelines to meet report deadlines and data requirements and communicate them to report users and input providers
		1.2	Establish a contingency plan if key milestones slip or are not met
		1.3	Identify expected organisation and policy changes and anticipate potential impact on reporting structure
2	**Prepare a draft report**	**2.1**	Gather organisational operating cost information from relevant sources and financial management information systems
		2.2	Draft the report
		2.3	Check report for accuracy against data contained in supporting documentation
3	**Analyse the results**	**3.1**	Review report for completeness, accuracy and consistency with authoritative data
		3.2	Identify and investigate any material variances or other anomalies and seek clarification where required
		3.3	Resolve any identified issues with the report content
		3.4	Prepare final report
4	**Submit report for authorisation**	**4.1**	Provide report to stakeholders for review
		4.2	Make any necessary changes to the documents
		4.3	Obtain all required approvals
5	**Distribute report and follow up outstanding issues**	**5.1**	Distribute approved reports
		5.2	Remediate any outstanding issues prior to the commencement of the next reporting cycle

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFFIN007 Analyse and report on organisational operating costs

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- analysing data and information for reports
- communicating variances to key stakeholders
- engaging with and managing stakeholders
- identifying material variances
- preparing and consolidating written reports in required format
- retrieving data from financial information systems.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- common financial report formats
- key organisational operating cost information required, common financial report formats and typical quality indicators
- key information requirements for financial reports
- key organisational requirements for management reporting
- relevant legislation and organisation policies
- typical quality indicators for financial reports.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational

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situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- acceptable means of simulated assessment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFFIN008 Provide financial management for materiel acquisition projects

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit describes the skills required to undertake financial management and reporting activities associated with materiel acquisition projects.

This unit applies to those working in the public sector Finance Domain who would be required to undertake financial management activities as part of their duties.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to financial management activities.

Those undertaking this unit would be working under minimal supervision and/or supervising small teams while undertaking financial management tasks. They would perform sophisticated tasks in familiar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Financial Management

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Produce management reports**	**1.1**	Assess stakeholder needs
		1.2	Compile data for end of period report
		1.3	Coordinate the update of variance reports
		1.4	Reconcile data with authoritative data
		1.5	Review data for accuracy, validity and relevance
2	**Provide input for asset management**	**2.1**	Process asset and inventory financial transactions
		2.2	Undertake Asset-Under-Construction assessments
		2.3	Review financial asset and inventory transactions for accuracy
		2.4	Develop and manage a costing model
3	**Provide financial management support for procurements**	**3.1**	Provide financial input for inclusion in procurement documentation
		3.2	Undertake financial aspects of value for money assessment of supplier proposals
		3.3	Provide input into contract development
		3.4	Provide financial advice to procurement team
		3.5	Review contract changes proposals for financial implications
4	**Support the development of acquisition and sustainment agreements**	**4.1**	Provide financial and costing advice
		4.2	Review financial aspects
		4.3	Assist with the development of change proposals
		4.4	Provide financial management input into progress reviews

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of

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competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFFIN008 Provide financial management for materiel acquisition projects

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying risk management tools and techniques
- developing budgeting models
- identifying financial implications of risks in arrangements
- identifying cost drivers
- managing stakeholder relationships
- negotiating with stakeholders
- performing financial reconciliations
- producing comprehensive reports
- providing technical financial advice
- using complex spreadsheet formulas and functions.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- basic accounting concepts, including operating, expensed and capitalised costs
- cost drivers
- different stages of a project
- project closure process
- relevant legislation and organisation policies
- the acquisition process
- the acquisition and sustainment agreement development process.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include

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requirements in the Standards for Registered Training Organisations, current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- acceptable means of simulated assessment.

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DEFFIN009 Perform taxation management

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit describes the skills required to develop tax strategies, perform taxation accounting, prepare tax returns and monitor compliance.

This unit applies to those working in the public sector Finance Domain who would be required to undertake financial management activities related to taxation as part of their duties.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to financial management activities.

Those undertaking this unit would be working under minimal supervision and/or supervising small teams while undertaking financial management tasks. They would perform complex tasks in familiar context.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Financial Management

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Develop tax strategy**	**1.1**	Identify taxation issues
		1.2	Interpret and apply relevant taxation legislation and policies
		1.3	Identify and negotiate solution
2	**Perform taxation accounting**	**2.1**	Extract report from the relevant financial systems
		2.2	Verify that taxation data is accurate and complete
		2.3	Prepare and process journal and payment documentation
		2.4	Reconcile accounts
3	**Prepare tax returns**	**3.1**	Collate data for inclusion in tax return
		3.2	Perform calculations and categorise information
		3.3	Review calculations for accuracy and applicability
		3.4	Compile and submit tax return
4	**Monitor taxation compliance**	**4.1**	Develop quality assurance sample from taxation report
		4.2	Investigate sample transactions
		4.3	Identify issues within the sample data
		4.4	Advise on solutions and initiate corrective action

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

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Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for DEFFIN009 Perform taxation management

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- analysing financial transaction data
- applying statutory formulas
- applying taxation legislation requirements to public sector workplace enquiries
- collecting of Fringe Benefits Tax data
- engaging with stakeholders
- inputting and extracting financial information systems data
- processing journals
- processing payments
- undertaking reconciliations
- using financial software systems.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- Fringe Benefit Tax return and Fringe Benefit Tax group tax return process
- relevant organisation policies and procedures
- purpose of a Business Activity Statement (BAS)
- taxation legislation governing taxation management in the organisation.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

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Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- acceptable means of simulated assessment.

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DEFFIN010 Manage banking services

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit describes the skills required to maintain the bank account, manage the foreign exchange and develop fraud mitigation controls.

This unit applies to those working in the public sector Finance Domain who would be required to undertake financial management activities related to banking activities as part of their duties.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to financial management activities.

Those undertaking this unit would be working under minimal supervision and/or supervising small teams while undertaking financial management tasks. They would perform complex tasks in familiar context.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Financial Management

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Maintain bank account**	**1.1**	Open an official bank account
		1.2	Monitor cash balances
		1.3	Conduct investigations of discrepancies and suspicious transactions
		1.4	Monitor transaction trends
		1.5	Close an official bank account
2	**Manage foreign exchange**	**2.1**	Manage Foreign Exchange (FOREX) risk
		2.2	Provide advice on current FOREX rates and risks
3	**Develop fraud mitigation controls**	**3.1**	Design controls to mitigate risk of fraudulent activities
		3.2	Conduct assurance reviews on financial transactions

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFFIN010 Manage banking services

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant legislation
- complying with delegations and policies, including cash management policies
- identifying risks and relevant risk control measures
- managing customer relationships
- negotiating with stakeholders
- producing comprehensive reports
- preparing accounting journals
- performing reconciliations
- using complex spreadsheet formulas and functions.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- Australian banking legislation, national and international banking systems, and international banking policies
- flow of transactions, including:
  - receipts
  - payments
  - returns
- Foreign Exchange (FOREX) implications for contracts and the purpose of the FOREX budget
- nature and type of various transactions
- policies and procedures governing the use of special accounts
- types of risks and risk control measures relevant to banking and cash management
- various system interfaces relevant to the banking finance function.

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Assessment Conditions

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As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

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Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- acceptable means of simulated assessment.

Links

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DEFFIN011 Perform administration and management of financial systems

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit describes the skills required to manage and maintain financial systems master data and implement systems projects.

This unit applies to those working in the public sector Finance Domain who would be required to undertake financial management activities related to financial systems as part of their duties.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to financial management activities.

Those undertaking this unit would be working under minimal supervision and/or supervising small teams while undertaking financial management tasks. They would perform complex tasks in familiar context.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Financial Management

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Provide oversight and management of financial systems**	**1.1**	Identify business information requirements
		1.2	Design and implement solutions
2	**Maintain master data**	**2.1**	Review, validate and analyse requests for amendment to master data
		2.2	Seek approvals from stakeholders
		2.3	Create and action request
		2.4	Provide advice to business areas
3	**Implement systems projects**	**3.1**	Plan project requirements
		3.2	Implement new requirements
		3.3	Support business area to adopt new system or process

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFFIN011 Perform administration and management of financial systems

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- analysing requests for compliance with financial management policies
- managing stakeholders
- providing technical advice
- providing system support to clients
- reviewing system capabilities against business requirements.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- control and security requirements
- financial systems reporting and auditing requirements
- key requirements of legislation and regulations relevant to managing financial systems, including data quality
- purpose of the key organisation's finance system/s
- structure and purpose of the organisation's Chart of Accounts.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy

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requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- acceptable means of simulated assessment.

Links

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DEFFIN012 Develop financial policies and procedures

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit describes the skills required to review, develop and implement financial policies and delegations.

This unit applies to those working in the public sector Finance Domain who would be required to undertake financial management activities as part of their duties.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to financial management activities.

Those undertaking this unit would be working under minimal supervision and/or supervising small teams while undertaking financial management tasks. They would perform sophisticated tasks in familiar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Financial Management

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Review current policies**	**1.1**	Determine the need to review current policies on the basis of external and internal triggers
		1.2	Review current policy for appropriateness to current legislative and stakeholder needs
		1.3	Make recommendations for any changes required to a policy
2	**Develop or update policies and delegations**	**2.1**	Undertake research of legislative requirements
		2.2	Identify and engage with relevant stakeholders
		2.3	Develop drafts reflecting stakeholder and legislative requirements
		2.4	Prepare relevant documents to present to senior management with recommendations for decision
3	**Implement financial policies**	**3.1**	Receive approval documentation
		3.2	Publish policy changes and communicate to relevant stakeholders
		3.3	Make any consequential changes throughout other relevant documentation
		3.4	Respond to queries regarding changes

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

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Links

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Assessment Requirements for DEFFIN012 Develop financial policies and procedures

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant legislation and organisation policy and procedures
- conducting stakeholder consultation
- preparing briefs to senior staff, Ministers and other stakeholders
- providing clear, concise advice on policy matters
- undertaking analytical reviews of policies
- undertaking policy research.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- legislative requirements governing the organisation’s financial management
- organisational structure, and the business requirements of various organisational areas
- relevant organisation policies and procedures.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

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Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- acceptable means of simulated assessment.

Links

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DEFFIN013 Provide advice on complex policy matters

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit describes the skills required to provide specialist policy advice.

This unit applies to those working in the public sector Finance Domain who would be required to undertake financial management activities as part of their duties.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to financial management activities.

Those undertaking this unit would be working under minimal supervision and/or supervising small teams while undertaking financial management tasks. They would perform complex tasks in familiar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Financial Management

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Interpret financial policy	**1.1** Receive requests for advice and research relevant policy

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	1.2	Analyse policy and provide interpretations on its intent and implications
	1.3	Develop interpretive advice on the relevant Acts, regulations, procedures, codes of practice, standards and guidelines
2 Advise on policy	**2.1**	Provide written interpretations that are supported by defensible evidence and reflect consideration of their intended use and consequences
	2.2	Communicate policy advice in a manner that addresses the requirements of users
	2.3	Record policy advice for future reference

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for DEFFIN013 Provide advice on complex policy matters

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- accessing relevant policies and legislation electronically or in hard copy
- developing and understanding legal and policy interpretation techniques
- providing clear, concise advice on policy matters
- researching, analysing and presenting information
- structuring communication based on the audience
- understanding and evaluating complex and formal documents.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- organisational structure, and the business requirements of organisational areas
- relevant underlying legislative requirements governing financial management.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

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Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

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- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- acceptable means of simulated assessment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFFIN014 Coordinate public sector finance skill development

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit describes the skills required to support the finance development activities within the public sector Finance Domain.

This unit applies to those responsible for the management of public sector Finance Domain skilling, culture and/or professionalisation.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to financial management.

Those undertaking this unit would be working under minimal supervision and/or supervising small teams while undertaking management tasks within the Finance Domain. They would perform complex tasks in familiar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Financial Management

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Investigate development activities**	**1.1**	Identify potential formal and informal development opportunities to address workplace development needs
		1.2	Develop strategies to ensure that development activities reflect the diversity of needs
		1.3	Seek input from specialists when designing and implementing development activities
2	**Implement development opportunities**	**2.1**	Provide or encourage formal and informal development opportunities
		2.2	Create opportunities in which individuals can learn from the experience of others
3	**Provide governance**	**3.1**	Implement processes to ensure workplace development activities align to workplace knowledge and skills standards
		3.2	Ensure processes maximise access to, and participation in, development opportunities
		3.3	Maintain records of participation in development activities
		3.4	Evaluate the success of development activities to support continuous improvement

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

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Links

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Assessment Requirements for DEFFIN014 Coordinate public sector finance skill development

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- exploring and planning professional development activities that enhance organisational performance and meet the diverse needs of the organisation
- liaising with subject matter experts
- monitoring and improving workplace learning
- recording and reporting workplace learning outcomes.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- organisational structure
- purpose and key principles of the organisational skill and knowledge standards
- relevant legislation and organisation policies.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

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- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- acceptable means of simulated assessment.

Links

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DEFFIN015 Support the management of the public sector finance function

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit describes the skills required to provide management of projects, programs and activities within the public sector Finance Domain management function.

This unit applies to those responsible for the development or management of the public sector Finance Domain.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to financial management.

Those undertaking this unit would be working under minimal supervision and/or supervising small teams while undertaking management tasks within the Finance Function. They would perform complex tasks in familiar context.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Financial Management

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Facilitate effective communication**	**1.1**	Ensure strategies and processes are in place to enable effectual communication
		1.2	Develop and implement consultation strategies to ensure stakeholder input into planning and decision making
		1.3	Facilitate the collection of feedback
2	**Develop and maintain productive working relationships**	**2.1**	Use networks to build workplace relationships
		2.2	Conduct ongoing planning to ensure the development and maintenance of workplace relationships
3	**Promote continuous improvement**	**3.1**	Promote and reinforce the value of innovation in line with the vision and objectives of the organisation
		3.2	Encourage team members to participate in development and innovation initiatives
		3.3	Prioritise competing demands to achieve team and organisational objectives
4	**Manage Finance Domain project**	**4.1**	Define project scope
		4.2	Develop and maintain a project timetable
		4.3	Administer and monitor project
		4.4	Measure progress to determine potential, perceived and actual scope and timetable changes
		4.5	Complete project deliverables and finalise project

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

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Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for DEFFIN015 Support the management of the public sector finance function

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- communicating purpose, roles and responsibilities
- facilitating two-way flow of information
- identifying and resolving problems
- monitoring team performance
- using project management tools to develop, implement and manage a project.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- key subject matter experts
- organisational structure, roles and responsibilities
- relevant legislation and organisation policies
- relevant project and team management techniques.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

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Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
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DEFFIN016 Perform financial administration of assets

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit describes the skills required to maintain the asset register, perform asset reviews, provide asset data in support of financial reporting requirements, and process financial adjustments of assets on relevant financial management systems.

This unit applies to those working in the public sector Finance Domain who would be required to undertake financial management activities related to assets as part of their duties.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to financial management activities.

Those undertaking this unit would be working under minimal supervision and/or supervising small teams while undertaking financial management tasks. They would perform routine tasks in familiar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Financial Management

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Maintain the asset register**	**1.1**	Interpret information received from stakeholders and stocktake updates
		1.2	Update master data files
2	**Perform asset reviews**	**2.1**	Undertake business reviews of assets contained in the asset register
		2.2	Update master files in the asset register to reflect review outcomes
3	**Report on fixed assets**	**3.1**	Prepare asset lists for stakeholder review
		3.2	Summarise asset reporting output
4	**Process financial adjustment of assets**	**4.1**	Upload adjustments
		4.2	Review adjustments in the asset register to confirm completeness

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for DEFFIN016 Perform financial administration of assets

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- analysing Asset-Under-Construction value
- determining asset value
- maintaining accurate asset records
- preparing data for asset management review
- processing financial adjustments, additions and disposals
- validating acceptance documentation.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- asset types
- difference between a capital and an expensed payment
- disposal documentation requirements
- organisational asset accounting policies
- relevant legislation and organisation procedures.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

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Assessment processes and techniques must be appropriate to the language, literacy and numeracy

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requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
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DEFFIN017 Administer compliance systems

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit describes the skills required to maintain compliance information systems, analyse data and produce reports.

This unit applies to those working in the public sector Finance Domain who would be required to undertake financial administration activities related to compliance systems as part of their duties.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to financial management activities.

Those undertaking this unit would work independently or as part of a team, under direct supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs. They would perform specific tasks in familiar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Financial Management

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Maintain compliance information systems**	**1.1**	Maintain content and structure of compliance information system
		1.2	Input information into the compliance information system
		1.3	Export data from compliance information systems
2	**Analyse data**	**2.1**	Manipulate data for analysis
		2.2	Apply categorisation and classification to the data
		2.3	Review data for completeness, accuracy and meaningful information
		2.4	Undertake investigation and liaise with stakeholders to rectify errors
3	**Produce reports**	**3.1**	Compile compliance data
		3.2	Prepare a draft report
		3.3	Provide report to stakeholders

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for DEFFIN017 Administer compliance systems

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying and contextualising relevant legislation and policy to specific circumstances
- communicating with stakeholders
- managing and maintaining online information systems
- manipulating data in registers and spreadsheets
- preparing reports.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- compliance reporting approval process
- organisational structure
- relevant legislation, and organisational policies and systems
- resource management framework.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

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DEFFIN018 Prepare reports on organisational operating costs

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit describes the skills required to plan, prepare, submit and distribute a report on organisational operating costs.

This unit applies to those working in the public sector Finance Domain who would be required to undertake financial management activities related to management reporting as part of their duties.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to financial management activities.

Those undertaking this unit would work independently or as part of a team, under indirect supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs. They would perform complex tasks in familiar context.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Financial Management

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Plan for provision of report**	**1.1**	Establish timelines to meet report deadlines and data requirements
		1.2	Communicate timelines to stakeholders
2	**Prepare report**	**2.1**	Gather organisational operating cost information from relevant sources and financial management information systems
		2.2	Draft the report
		2.3	Identify and investigate any anomalies within the report, seeking clarification from subject matter experts
		2.4	Make necessary amendments to report
		2.5	Prepare final report
3	**Submit and distribute report**	**3.1**	Submit report for approval
		3.2	Distribute approved report

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for DEFFIN018 Prepare reports on organisational operating costs

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- analysing data and information for reports
- engaging with stakeholders
- identifying significant variances and communicating those variances to key stakeholders
- managing work to established timelines
- preparing and consolidating reports
- using high level written communication
- validating data against authoritative sources.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- key organisational operating cost information required, common financial report formats and typical quality indicators
- key requirements for management reporting
- relevant legislation and organisational policies and procedures.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

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Assessment processes and techniques must be appropriate to the language, literacy and numeracy

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requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- acceptable means of simulated assessment.

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DEFFIN019 Provide financial support to materiel acquisition projects

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit describes the skills required to undertake financial support and reporting activities associated with materiel acquisition projects.

This unit applies to those working in the public sector Finance Domain who would be required to undertake financial management activities as part of their duties.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to financial management activities.

Those undertaking this unit would be working under minimal supervision and/or supervising small teams while undertaking financial management tasks. They would perform complex tasks in familiar context.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Financial Management

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Provide input to management reports**	**1.1**	Assess stakeholder needs
		1.2	Provide data for end of period report
		1.3	Assist with coordinating the update of variance reports
		1.4	Reconcile data with authoritative data
		1.5	Review data for accuracy, validity and relevance
2	**Provide input for asset management**	**2.1**	Process asset and inventory financial transactions
		2.2	Assist with Asset-Under-Construction assessments
		2.3	Review financial asset and inventory transactions for accuracy
3	**Provide financial management support for procurements**	**3.1**	Provide financial input for inclusion in procurement documentation
		3.2	Undertake financial aspects of value for money assessment of supplier proposals
		3.3	Provide input into contract development
		3.4	Provide financial advice to procurement team
		3.5	Review contract changes proposals for financial implications
4	**Support the development of acquisition and sustainment agreements**	**4.1**	Provide financial and costing advice
		4.2	Assist with the review of financial aspects
		4.3	Assist with the development of change proposals

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for DEFFIN019 Provide financial support to materiel acquisition projects

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- accessing and retrieving financial data
- identifying risks with financial implications in arrangements
- managing stakeholder relationships
- performing financial reconciliations
- producing comprehensive reports
- providing relevant financial inputs to procurement activities
- using complex spreadsheet formulas and functions.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- basic accounting concepts, including operating, expensed and capitalised costs
- cost drivers
- different stages of a project
- government contract management processes
- project closure process
- relevant legislation and organisation policies
- the acquisition and sustainment agreement development process
- the acquisition process.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

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Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- acceptable means of simulated assessment.

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DEFFIN020 Perform taxation administration in the public sector environment

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit describes the skills and knowledge required to perform taxation accounting, prepare tax returns, and monitor taxation compliance.

This unit applies to those working in the public sector Finance Domain who would be required to undertake financial management activities related to taxation as part of their duties.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to financial management activities.

Those undertaking this unit would be working under minimal supervision and/or supervising small teams while undertaking financial management tasks. They would perform complex tasks in familiar context.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Financial Management

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Perform taxation accounting**	**1.1**	Extract report from the relevant financial systems
		1.2	Verify that taxation data is accurate and complete
		1.3	Prepare and process journal or payment documentation
		1.4	Reconcile accounts
2	**Prepare tax returns**	**2.1**	Collate data for inclusion in tax return
		2.2	Perform calculations and categorise information
		2.3	Review calculations for accuracy and applicability
		2.4	Compile and submit tax return
3	**Monitor taxation compliance**	**3.1**	Investigate sample transactions
		3.2	Identify issues within the sample data
		3.3	Advise on solutions and initiate corrective action

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for DEFFIN020 Perform taxation administration in the public sector environment

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying statutory formulas
- applying taxation legislation requirements to workplace queries
- collecting of Fringe Benefits Tax data
- processing journals
- processing payments
- undertaking reconciliations.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- Fringe Benefits Tax return and Fringe Benefits Tax group tax return process
- purpose of a Business Activity Statement (BAS)
- relevant organisational policies and procedures
- taxation legislation governing taxation management.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

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Assessment processes and techniques must be appropriate to the language, literacy and numeracy

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requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- acceptable means of simulated assessment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFFIN021 Provide administration of banking services in the public sector environment

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit describes the skills required to update an official bank account, process related financial adjustments and prepare data for inclusion in monthly reports.

This unit applies to those working in the public sector Finance Domain who would be required to undertake financial administration activities related to banking activities as part of their duties.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to financial management activities.

Those undertaking this unit would be working under supervision while undertaking financial management tasks. They would perform routine tasks in familiar context.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Financial Management

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Update official bank account**	**1.1**	Monitor cash balances
		1.2	Conduct daily bank reconciliations
		1.3	Adjust bank account balances
2	**Process financial adjustments**	**2.1**	Process daily journals
		2.2	Process end of month journals
3	**Prepare data for monthly reporting activities**	**3.1**	Gather data from relevant financial systems for inclusion in monthly reports
		3.2	Provide data for inclusion in reports

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFFIN021 Provide administration of banking services in the public sector environment

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- complying with cash management policies
- complying with delegations and policies
- performing reconciliations
- preparing accounting journals
- producing monthly reports
- using complex spreadsheet formulas and functions.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- the Australian banking legislation, national and international banking systems and international banking policies
- the Foreign Exchange (FOREX) implications for contracts and the purpose of the FOREX budget
- the nature and type of transactions
- the policies and procedures governing the use of special accounts in the Government environment
- the types of risks relevant to Government banking and cash management.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so;

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where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- acceptable means of simulated assessment.

Links

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DEFFIN022 Perform administration of financial systems

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit describes the skills required to support and maintain financial systems master data and support the implementation of design solutions.

This unit applies to those working in the public sector Finance Domain who would be required to undertake financial management activities related to financial systems as part of their duties.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to financial management activities.

Those undertaking this unit would be working independently and as part of a team while undertaking financial management tasks. They would perform complex tasks in familiar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Financial Management

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Provide oversight of financial systems**	**1.1**	Review and analyse business information requirements
		1.2	Implement design solutions
2	**Maintain master data**	**2.1**	Review, validate and analyse requests for amendment to master data
		2.2	Seek approvals from stakeholders
		2.3	Create and action request
		2.4	Provide advice to business areas
3	**Support systems projects implementation**	**3.1**	Provide input into a project plan
		3.2	Support the implementation of new requirements
		3.3	Support business area to adopt new system/process

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFFIN022 Perform administration of financial systems

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- analysing requests for compliance with financial management policies
- managing stakeholder engagement
- providing technical advice
- understanding system capabilities against business requirements.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- how financial systems support reporting and auditing requirements
- key requirements of legislation and regulations relevant to managing financial systems, including data quality control and security requirements
- purpose of the key organisation's finance system/s
- structure and purpose of the organisation's Chart of Accounts.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

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Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- acceptable means of simulated assessment.

Links

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DEFFIN023 Contribute to management of the public sector finance function

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit describes the skills required to provide management of projects, programs and activities within the public sector Finance Domain management function.

This unit applies to those responsible for the development or management of the public sector Finance Domain.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to financial management.

Those undertaking this unit would be working under minimal supervision and/or supervising small teams while undertaking management tasks within the Finance Domain. They would perform complex tasks in familiar context.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Financial Management

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Facilitate effective communication**	**1.1**	Follow standardised communication processes and strategies
		1.2	Implement consultation strategies to ensure stakeholder input into planning and decision making
		1.3	Facilitate the collection of feedback
2	**Develop and maintain productive working relationships**	**2.1**	Identify the value and benefits of networks and other work relationships for the team and the organisation
		2.2	Gain and maintain the trust and confidence of colleagues
		2.3	Adjust interpersonal style and methods to the environment
3	**Participate in continuous improvement**	**3.1**	Promote innovation in line with the vision and objectives of the organisation
		3.2	Participate in development and innovation initiatives
		3.3	Prioritise competing demands to achieve team and organisational objectives
4	**Manage Finance Domain project**	**4.1**	Contribute to the definition of project scope
		4.2	Provide input to a project timetable
		4.3	Monitor the progress and completion of project tasks
		4.4	Identify risks to project completion
		4.5	Complete project deliverables

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

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Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for DEFFIN023 Contribute to management of the public sector finance function

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- communicating ideas and information
- facilitating two-way flow of information
- identifying and resolving problems
- monitoring task performance
- prioritising work requirements
- supporting project development, implementation and management.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- effective communication and stakeholder management techniques
- key subject matter experts
- relevant legislation and organisation policies and procedures
- the organisational structure, roles and responsibilities.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy

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requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- acceptable means of simulated assessment.

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DEFFIN024 Support the development and management of budgets

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit describes the skills required to provide support to the budgeting process.

This unit applies to those working in the public sector Finance Domain who would be required to undertake budgeting.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to financial administration.

Those undertaking this unit would be work independently or as part of a team, under supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs. They would perform routine tasks in familiar context.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Financial Management

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Support budget development**	**1.1**	Confirm budget is realistic and achievable and represents the business plan
		1.2	Conduct discussions and negotiations with stakeholders in a professional manner
2	**Set budget timeframe**	**2.1**	Identify and include milestones and performance indicators in budget
		2.2	Provide phasings of current and next financial year budget
3	**Document budget**	**3.1**	Present data in the correct format
		3.2	Highlight any risks affecting budget achievement
		3.3	Complete and distribute reports within specified timelines
4	**Monitor resource utilisation against budget**	**4.1**	Monitor performance to identify actual and/or potential variance to budget
		4.2	Provide reasons for variance
		4.3	Provide revised End of Period Forecast identifying and quantifying risks to budget achievement
		4.4	Take action to minimise negative impact of variance

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

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Links

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Assessment Requirements for DEFFIN024 Support the development and management of budgets

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant legislation and organisation policies and procedures
- establishing and confirming budgetary milestones and performance indicators
- identifying budget risks
- preparing budgets
- recording and documenting budget reports with accuracy.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- forecasting techniques
- key features of organisational procedures and policy for financial administration
- key principles of budgetary control
- relevant public sector and financial legislation.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

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Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- acceptable means of simulated assessment.

Links

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DEFFIN025 Process financial transactions

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit describes the skills required to process financial transactions in financial management systems.

This unit applies to those working in the public sector Finance Domain who would be required to undertake financial administration activities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to financial administration.

Those undertaking this unit would be working under minimal supervision and/or supervising small teams while undertaking financial management tasks. They would perform routine tasks in familiar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Financial Management

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Check and verify supporting documentation**	**1.1**	Record information from financial documents
		1.2	Examine supporting documentation to establish accuracy and completeness and to ensure authorisation by appropriate personnel
2	**Prepare and process transaction documentation**	**2.1**	Prepare documentation
		2.2	Check documentation against source documents for accuracy and correct any errors
		2.3	File documents for auditing purposes
3	**Enter data into system**	**3.1**	Enter data and allocate transactions to system and accounts ensuring accuracy
		3.2	Update related systems to maintain integrity of relationships between financial systems

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFFIN025 Process financial transactions

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- analysing financial data
- checking and verifying supporting documentation
- entering data into accounting systems
- filing documentation
- maintaining integrity of financial systems.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- accounting conventions, processes and procedures
- key features of a range of reports
- key features of:
  - legislative and regulatory requirements relevant to the work
  - organisational policy and procedures
- relationships between financial systems
- typical errors that can be made in processing financial transactions.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational

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situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- acceptable means of simulated assessment.

Links

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DEFFIN026 Manage public sector financial compliance and assurance

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit describes the skills required to monitor and manage Defence financial governance requirements.

This unit applies to those working in the public sector Finance Domain who would be required to undertake financial administration activities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to financial management.

Those undertaking this unit would be working under minimal supervision and/or supervising small teams while undertaking financial management tasks. They would perform complex tasks in familiar context.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Financial Management

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Review financial governance requirements**	**1.1**	Identify and analyse corporate governance and ethical requirements to determine application to operations
		1.2	Review internal control procedures
2	**Monitor adherence to compliance requirements**	**2.1**	Monitor and evaluate organisation operations to identify incidences of non-compliance
		2.2	Review and evaluate sources of information on potential non-compliance
		2.3	Interrogate financial management information system to identify any indication of non-compliance
3	**Liaise with others during breach management**	**3.1**	Maintain liaison with relevant regulatory authorities and other organisations
		3.2	Seek advice from relevant internal and external personnel on the classification and management of non-compliance
4	**Monitor policy**	**4.1**	Develop and report on performance indicators to evaluate compliance with internal control procedures
		4.2	Identify and evaluate variations in adoption of financial governance requirements in operations
		4.3	Develop and implement solutions to facilitate compliance with internal control procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

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Links

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Assessment Requirements for DEFFIN026 Manage public sector financial compliance and assurance

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- developing processes for managing financial non-compliance
- implementing control measures to address non-compliances
- monitoring the financial compliance to requirements, including:
  - interrogating information systems
  - identifying and informing senior management and regulatory authorities of non-compliance
  - seeking advice from internal and external personnel
  - investigating incidences of non-compliance
- obtaining and keeping up to date with financial compliance requirements
- reporting non-compliances identified.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- analysis techniques relevant to review and interpret an identified non-compliance
- compliance requirements applicable to the organisation
- elements of a compliance management system
- financial compliance responsibilities
- organisational standards for operations and ethics
- potential incidences of non-compliance
- procedures for managing incidences of non-compliance requirements
- relevant legislation and organisational policies and procedures
- reporting processes on compliance management, including reports on non-compliance and remediation.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include

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requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- acceptable means of simulated assessment.

Links

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DEFFIN027 Support public sector financial compliance and assurance management

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit describes the skills required to provide support to the management of Defence financial governance requirements.

This unit applies to those working in the public sector Finance Domain who would be required to undertake financial administration activities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to government financial management.

Those undertaking this unit would be working under minimal supervision and/or supervising small teams while undertaking financial management tasks. They would perform routine tasks in familiar context.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Financial Management

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes.	demonstrate achievement of the element.
1 Review financial governance requirements	**1.1** Identify financial governance and ethical requirements to determine application to operations
	1.2 Access clarifications on application of financial governance requirements from authoritative and recognised sources
	1.3 Review internal control procedures
2 Monitor adherence to compliance requirements	**2.1** Monitor financial operations to identify incidences of non-compliance
	2.2 Review sources of information on potential non-compliance
	2.3 Monitor financial management information system to identify any indication of non-compliance
3 Liaise with others during breach management	**3.1** Liaise with relevant regulatory authorities
	3.2 Seek advice from relevant internal and external personnel on the classification and management of non-compliance
4 Monitor policy	**4.1** Report on performance indicators
	4.2 Identify variations in adoption of corporate governance requirements in operations
	4.3 Implement solutions to facilitate compliance with internal control procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

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Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for DEFFIN027 Support public sector financial compliance and assurance management

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- implementing processes for managing financial non-compliance
- liaising with stakeholders
- monitoring financial compliance requirements, including:
  - monitoring information systems
  - identifying and informing senior management and regulatory authorities of incidents of non-compliance
  - seeking advice from internal and external personnel
  - investigating instances of non-compliance
- obtaining and keeping up to date with financial compliance requirements
- preparing reports.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- analysis techniques relevant to review and interpret an identified non-compliance
- compliance requirements applicable to the organisation
- elements of a compliance management system
- financial responsibilities for compliance
- organisational standards for operations and ethics
- potential incidents of non-compliance
- procedures for managing incidents of non-compliance
- relevant legislation and organisational policies and procedures
- reporting processes on compliance management, including reports on non-compliance and remediation.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include

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requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- acceptable means of simulated assessment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFFIN028 Oversee public sector financial transaction processing

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit describes the skills required to manage the delivery of financial transactions services.

This unit applies to those working in the public sector Finance Domain who would be required to undertake financial management activities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to financial management.

Those undertaking this unit would be working under minimal supervision and/or supervising small teams while undertaking financial management tasks. They would perform complex tasks in familiar context.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Financial Management

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Manage relations**	**1.1**	Recognise and communicate role and purpose of the transaction processing centre
		1.2	Manage reporting and communication to senior management
		1.3	Establish and implement processes to determine and monitor the range of services required by the organisation
2	**Manage delivery of services**	**2.1**	Establish, implement and monitor processes to ensure compliance with legislative and regulatory environment
		2.2	Develop, implement and monitor operational plans
		2.3	Determine and monitor performance indicators for service provision, and seek and respond to feedback from staff about service provision and process improvements
		2.4	Identify and manage resources and support systems required for delivery of services
		2.5	Identify training strategies to ensure staff are able to provide required products and services

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFFIN028 Oversee public sector financial transaction processing

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant legislation and organisation policies
- communicating effectively to identified personnel
- developing and implementing operational plans
- identifying and implementing compliance processes
- managing report preparation on transaction processing performance
- managing stakeholders
- managing the provision of services to stakeholders.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- accounting conventions, processes and procedures
- legislative and regulatory requirements relevant to the work
- organisational policy and procedures relating to transaction processing
- procedures and systems relating to financial transaction processing, including:
  - documentation management
  - assurance processes
  - financial system requirements
  - transaction processing procedures
- typical errors that can be made in processing financial transactions.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of

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assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- acceptable means of simulated assessment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFFIN029 Provide validation and assurance of costs

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit describes the skills required to provide assurance of cost estimates for Defence projects and programs.

This unit applies to those working in the public sector Finance Domain who would be required to undertake cost assurance activities related as part of their duties.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to cost estimation activities.

Those undertaking this unit would be working under minimal supervision and/or supervising small teams while undertaking financial management tasks. They would perform complex tasks in familiar context.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Financial Management

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine that the estimate is well documented**	**1.1** Check that cost estimation documentation identifies data sources and justifies any assumptions
		1.2 Review the documented method used to develop cost estimate and determine whether estimate can be replicated or updated
		1.3 Check that schedule milestones and deliverables are documented and consistent with the cost estimation
2	**Determine that the estimate is comprehensive**	**2.1** Confirm that the cost estimate is complete and accounts for all possible costs, including indirect costs
		2.2 Review estimate to determine that no cost elements have been omitted or repeated
3	**Determine that the estimate is accurate**	**3.1** Confirm that estimates are based on the most likely costs
		3.2 Review estimates for errors
		3.3 Check that appropriate escalations factors have been used
		3.4 Review and validate the estimating technique used for each cost element
4	**Determine that the estimate is credible**	**4.1** Test key cost estimations for sensitivity
		4.2 Perform a risk and uncertainty analysis to determine the level of risk associated with the estimate
		4.3 Cross check the estimate against an independent estimate to determine whether other estimation methods produce similar results

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work

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environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFFIN029 Provide validation and assurance of costs

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying data analysis tools and techniques
- identifying cause and consequence of potential costing errors
- identifying errors in calculations
- identifying risks and risk appropriate control measures
- reviewing documentation for completeness and accuracy
- undertaking research and critical analysis
- using deductive reasoning and evaluation techniques related to information analysis and corroboration.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- costing techniques and procedures
- estimate test procedures and practices
- key accounting principles relevant to costing
- organisation evaluation procedures.
- relevant legislation and organisational policy and procedures.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational

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situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- acceptable means of simulated assessment.

Links

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DEFFIT001 Conduct a group fitness appraisal

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFPT001A Conduct a group fitness appraisal within Defence. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Unit title changed to better reflect unit outcomes

Application

This unit describes the skills required to conduct a fitness appraisal and screening for small groups or organisations (up to 30 people) within Defence, to determine the current fitness state, goals and limitations against the organisation's fitness requirements, and to record and communicate the results. Fitness appraisal informs the development of a fitness program.

This unit was developed for physical trainers or combat fitness leaders of the ADF who provide basic organic fitness training support to small groups or organisations in an operational setting, but may be relevant to others who work in this field. This function may be performed in addition to their primary trade or employment over a range of familiar and predictable contexts.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit require clearance by a supervising fitness instructor, however, they will work autonomously, while performing routine tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Physical Training

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Determine fitness goals and current physical activity patterns or limitations of a group	1.1 Determine group fitness goals via liaison with group leaders and through understanding of the group's specific role within the organisation. 1.2 Screen the group to identify the presence of injury or any health condition that poses a risk to the member participating in a fitness program. 1.3 Conduct further screening on any member of the group requiring an assessment by a health care practitioner to establish their suitability to participate in a fitness program.
2. Conduct a basic fitness appraisal	2.1 Choose a fitness appraisal method by considering the group fitness goals and current perceived fitness state. 2.2 Conduct basic fitness appraisals of the group. 2.3 Record and compare fitness appraisal results to the desired fitness goals of the group to inform the development of the fitness program. 2.4 Explain the results of the fitness appraisal to the group, including the potential impact on fitness program development. 2.5 Identify the group's health and fitness status, including recommendations from health professionals, to inform the development of the fitness program.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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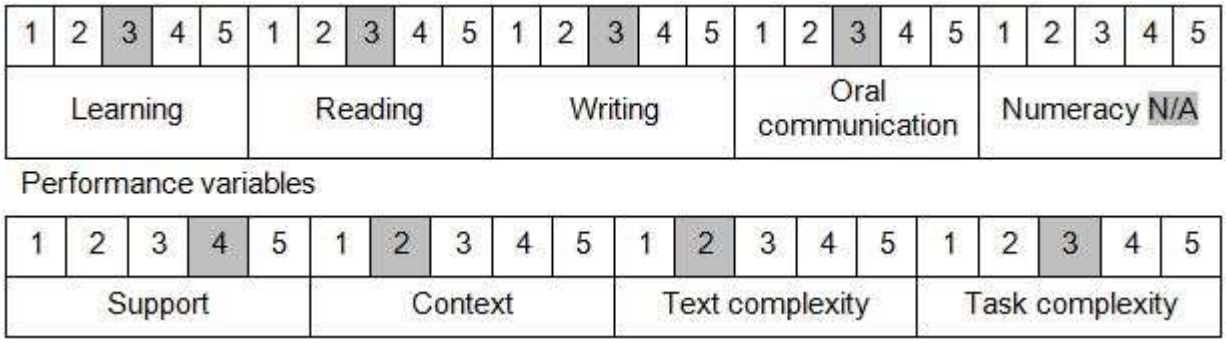
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFPT001A Conduct a group fitness appraisal within Defence.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFFIT001 Conduct a group fitness appraisal

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting interviews
- solving problems
- producing documents

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- documentation processes relevant to fitness appraisal
- locate current organisational policies and procedures pertinent to fitness training
- role of other fitness training providers and support services

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFFIT002 Develop a group fitness program

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFPT002A Develop a group fitness program within Defence. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Unit title changed to better reflect unit outcomes

Application

This unit describes the skills required to develop and monitor the effectiveness of a basic group fitness program within Defence. It also establishes the scope and limitations of the program that achieves the determined group or organisational fitness requirements.

This unit was developed for those working as physical trainers or combat fitness leaders providing basic fitness training support to small groups or organisations in an operational setting, but may be relevant to others who work in this field. This function may be performed in addition to their primary trade or employment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit require clearance by a supervising fitness instructor, however, they will work independently, while performing routine tasks in a range of familiar and predictable contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Physical Training

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Establish scope and limitations of a fitness program	1.1 Review information gathered during fitness screening and appraisal for development. 1.2 Consider physical and health limitations of the group and individual in scoping the fitness program. 1.3 Identify resource limitations for implementing the fitness program. 1.4 Assess principles of program development against the group's fitness appraisal results. 1.5 Identify the scope of the fitness program.
2. Develop a basic fitness program	2.1 Identify specific fitness components required to achieve the aims of the program. 2.2 Identify a range of activities to target specific fitness components within the program. 2.3 Identify methods of motivating participants to maximise fitness program adherence. 2.4 Develop fitness programs, incorporating identified fitness components and associated range of activities. 2.5 Submit the fitness program to a supervising fitness instructor for advice and further development where necessary.
3. Monitor effectiveness of a fitness program	3.1 Implement methods of measuring a group's adherence to the program. 3.2 Obtain feedback from the group on their own personal progress and their degree of satisfaction with the fitness program. 3.3 Conduct periodic fitness appraisals to monitor a group's fitness development. 3.4 Adjust group's fitness program to continuously improve adherence, development and satisfaction with the program. 3.5 Submit revised fitness program to a supervising fitness instructor for approval where necessary.

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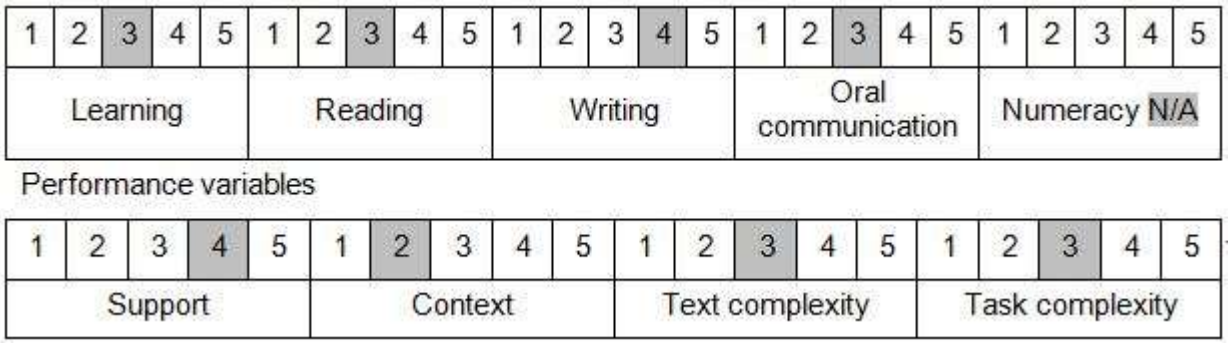
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Performance variables

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFPT002A Develop a group fitness program within Defence.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFFIT002 Develop a group fitness program

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying the results of fitness appraisal and feedback to fitness programming
- developing a three-month fitness program for a group of up to 30 personnel

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- locate organisational policies and procedures pertinent to fitness training roles of other fitness training providers and support services

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFFIT003 Conduct individual fitness assessments

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFPT003A Conduct individual fitness assessments within Defence. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Unit title changed to better reflect unit outcomes • PC 1.3 and 3.4 removed • PC 3.1 and 3.5 wording revised

Application

This unit describes the skills required to plan, conduct and record fitness assessments of individuals within a small group or organisation. There will be a requirement to identify and explain the appropriate fitness assessment and the required standard, and provide feedback to the assessed person. This includes planning assessment resources and standards, and supervising the assessment.

This unit was developed for those working as physical trainers or combat fitness leaders who provide basic fitness training support to small groups or organisations in an operational setting, but may be relevant to others who work in this field. This function may be performed in addition to their primary trade or employment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

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Those undertaking this unit require clearance by a supervising fitness instructor, however, they will work independently, while performing routine tasks in a range of familiar and predictable contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Physical Training

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify and explain the standard of fitness assessment	1.1 Confirm and explain the purpose of assessment and expectations of the assessor with participant/s being assessed. 1.2 Clarify the assessment procedure and associated policies with participant/s being assessed.
2. Plan fitness assessment	2.1 Identify time to conduct assessment in order to cover the assessment dimensions. 2.2 Identify any need to conduct additional assessment outside the time arranged. 2.3 Plan assessment to provide sufficient evidence of fitness. 2.4 Obtain and arrange resources specified. 2.5 Inform appropriate personnel of the assessment and provide them with details about uniform requirements.
3. Conduct fitness assessment	3.1 Conduct dress inspection. 3.2 Issue instructions to facilitate assessment to participant. 3.3 Gather evidence specified in the assessment policy. 3.4 Evaluate gathered evidence to make the assessment decision. 3.5 Seek guidance when in doubt from more experienced assessor/s. 3.6 Make an assessment decision.
4. Finalise fitness assessment	4.1 Record assessment results in accordance with the specified record-keeping requirements. 4.2 Advise participant being assessed of assessment results and of reassessment opportunities as required. 4.3 Deliver feedback on performance to participant/s being assessed.

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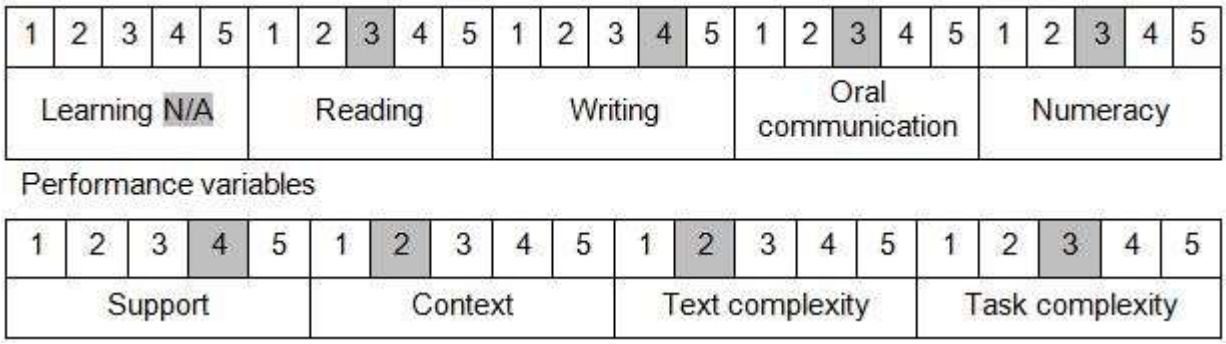
	4.4 Report positive and negative features experienced in conducting assessment to those responsible for the assessment procedure.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFPT003A Conduct individual fitness assessments within Defence.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFFIT003 Conduct individual fitness assessments

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting fitness assessment practices appropriate to the session type, current circumstance and group
- controlling exercise intensity and workload
- monitoring aspects of safety and injury prevention throughout the assessment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- documentation processes relevant to fitness testing
- legal and ethical responsibilities
- organisational policies and procedures pertinent to fitness assessment
- roles of other fitness training providers and support services

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFFIT004 Instruct a workplace physical training session

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCM004B Instruct a workplace physical training session in Defence. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Unit title changed to better reflect unit outcomes • PC 1.5 and 1.6; 1.7 and 1.8; 2.4 and 2.5 merged

Application

This unit describes the skills required to instruct a basic physical training session for small groups or organisations (up to 30 people) within Defence. These skills include the requirement to conduct a session based on a structured and defined unit physical training program and to lead a physical training session utilising approved methods of instruction.

This unit was developed for those working as physical trainers or combat fitness leaders of the ADF who provide basic organic fitness training support to small groups or organisations in an operational setting, but may be relevant to others who work in this field. This function may be performed in addition to their primary trade or employment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit require clearance by a supervising fitness instructor however, they will work independently, while performing routine tasks in a range of familiar and predictable contexts.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Physical Training

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for a physical training session	1.1 Receive session plan and other planning information from the unit physical training coordinator. 1.2 Clarify unclear aspects of the planning information with the coordinator. 1.3 Confirm physical training aims and objectives of the group against the allocated session plan. 1.4 Rehearse physical training session and activities to ensure correct technique and method of delivery are followed. 1.5 Review session safety risk management plan and apply in the local area and environment and clarify points of doubt of the physical training session from appropriate persons. 1.6 Consider current Defence injury prevention techniques and apply to the session plan to avoid potentially harmful practices in the session plan. 1.7 Identify and organise resources to enable the physical training session to occur in accordance with the session plan.
2. Conduct a basic physical training session	2.1 Dress appropriately for the conduct of the planned physical training session. 2.2 Deliver pre-class instructions to ensure the group is informed and prepared to commence the session. 2.3 Deliver warm-up instruction to ensure participants are physically and mentally prepared for the session. 2.4 Conduct session to achieve a physical training outcome as detailed in the session plan using appropriate methods of instruction. 2.5 Apply and monitor correct technique/s for safety and efficiency during the session. 2.6 Demonstrate, adjust and correct common technical errors. 2.7 Deliver cool-down instruction to bring the participants back to a resting state.

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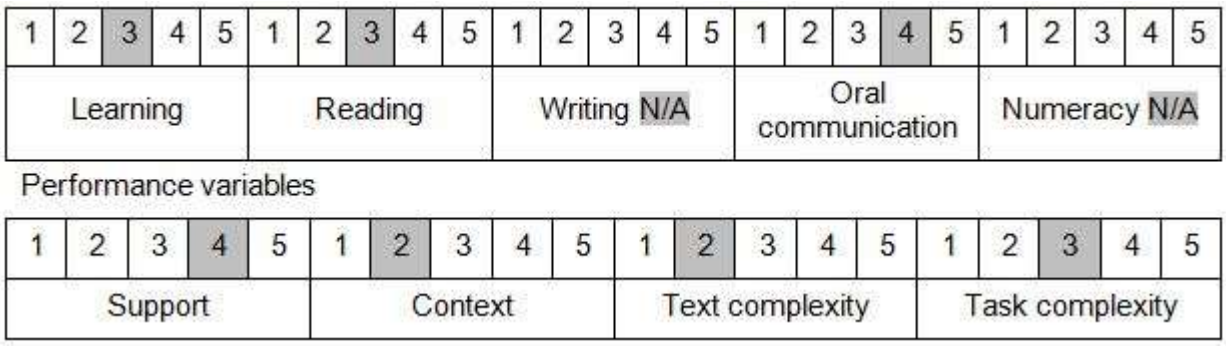
	2.8 Review own performance.
3. Motivate participants	3.1 Apply motivational techniques to achieve the desired physical effort and exercise intensity. 3.2 Provide constructive and positive feedback to participants in order to guide and recognise performance. 3.3 Assist and accommodate those in the class with poor coordination or are less skilled performers. 3.4 Monitor and adjust participants' exercise intensity as required.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM004B Instruct a workplace physical training session in Defence.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFFIT004 Instruct a workplace physical training session

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- moving in a controlled and efficient manner while participating in a variety of exercise
- motivating by voice, by example
- using hand gestures
- adopting the correct position for observation and instruction
- applying a session plan
- demonstrating exercise

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- methods of instruction and principles of instruction
- theory of physical training session plan
- communication techniques
- First Aid

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFFOR001 Inspect, maintain and test electronic forensic equipment

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to inspect, test and maintain electronic forensic equipment (computer, recording, communications and organisational specialist equipment). The inspection, maintenance and testing of electronic forensic equipment is an essential component of electronic forensics that ensures the electronic forensic equipment is available and fit for purpose.

This unit applies to those working in the gathering and analysis of electronic information.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under indirect supervision, while performing complex tasks in a broad range of contexts. They must be able to use discretion and judgement and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Electronic Forensics

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe	Performance criteria describe the performance needed to demonstrate

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the essential outcomes	achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Inspect electronic forensic equipment	1.1 Conduct visual, auditory or tactile inspection to identify possible operational failure of electronic equipment or physical failure of equipment. 1.2 Identify and report missing parts. 1.3 Record and report damaged equipment.
2. Test electronic forensic equipment	2.1 Test equipment to ensure it is fit for purpose. 2.2 Record test results. 2.3 Report and record defective equipment.
3. Clean, maintain and store electronic forensic equipment	3.1 Clean, maintain and assemble equipment. 3.2 Update equipment records. 3.3 Recover and store equipment for future use.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading					Writing					Oral communication					Numeracy N/A					

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFFOR001 Inspect, maintain and test electronic forensic equipment

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- inspecting and testing equipment such as computer, recording, communications and organisational specialist equipment
- maintaining equipment, including power checks, software checks and cleaning
- storing equipment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- WHS policy relevant to the maintenance, servicing and testing of equipment
- organisation’s policies and procedures concerning the use, testing, cleaning and servicing of equipment
- recording procedures including:
  - verbal
  - record sheets or books
  - computer data bases, card systems or microfiche systems
  - maintenance schedules
  -

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations, with access to electronic devices with content suitable for forensic extraction including mobile devices, computers or communications equipment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFFOR002 Conduct initial electronic investigation

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to gather and collate information and obvious and accessible electronic evidence from the scene of an incident and identify potential witnesses. In the context of this unit, electronic evidence may include computer hard drives, recording media, flash drives, tape drives or digital and analogue recording and communications equipment. It includes maintaining the chain of evidential record.

This unit applies to those working in the gathering and analysis of electronic information.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those relating to WHS, recording details of witnesses, and the search and seizure of electronic evidence.

Those undertaking this unit would work independently or as part of a team, under indirect supervision, while performing complex tasks in a broad range of contexts. They must be able to use discretion and judgement and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Competency Field

Electronic Forensics

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Conduct initial assessment of scene	1.1 Assess the scene. 1.2 Establish communication with the senior investigating officer and maintain liaison throughout the investigation. 1.3 Ascertain the circumstances surrounding the scene through visual assessment and reports from other personnel. 1.4 Define/redefine the scene boundaries as required to preserve physical evidence for collection. 1.5 Locate obvious and accessible electronic evidence and, where appropriate, protect from possible contamination.
2. Control integrity of scene	2.1 Establish and maintain appropriate arrangements for scene access and egress. 2.2 Identify and access additional resources required to secure incident scene.
3. Examine scene	3.1 Instigate an appropriate search pattern to ensure all electronic evidence is located and preserved. 3.2 Record details of the scene and types of electronic equipment and media. 3.3 Locate, collect, package, label and store electronic evidence to ensure preservation for further examination. 3.4 Maintain a log of all evidence.
4. Identify potential witnesses and record initial statements	4.1 Identify and record names and contact details of potential witnesses. 4.2 Record initial statement using appropriate recording practices.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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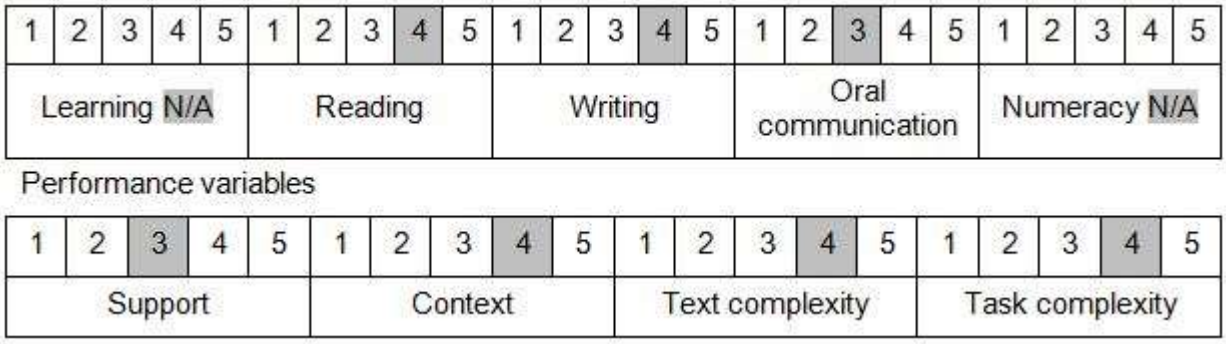
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFFOR002 Conduct initial electronic investigation

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting the initial assessment of the scene
- identifying witnesses
- recording and compiling records of interview and statements accurately
- maximising the potential evidentiary value of the electronic evidence
- paying attention to detail
- implementing a methodical and systematic approach
- questioning potential witnesses
- using recording and specialised evidence collection equipment
- working with a variety of professionals
- taking and compiling statements
- collecting and recording electronic evidence
- protecting from contamination evidence including at least one of computer hard drives, recording media, flash drives, and digital and analogue recording and communications equipment
- managing access and egress by establishing:
  - clear brief as to who has control of access
  - physical barriers
  - roster guards
  - limited entry to essential personnel
  - delegation of authority to control entry
  - record of all persons who enter or depart the scene

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Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislative, policy and quality system context and requirements
- details of scene features and use of a variety of specialised equipment
- functions and roles of other professionals and experts
- incident scene protection and preservation
- indicators of need for specialised investigations
- policies and procedures relating to recording details of persons
- public safety and duty of care at incident scene

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations, with access to electronic devices with content suitable for forensic extraction including mobile devices, computers or communications equipment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFFOR003 Gather and analyse electronic information

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to gather and analyse electronic information to support electronic forensic investigations. It includes identifying, collecting, analysing, presenting and maintaining information, compiling notes and statements of evidence, and removing portable media from machines. It also covers the use of initial screening technology. In the context of this unit, portable media refers to external hard drives, SIM cards, recording media, flash drives, tape drives and other peripherals.

This unit applies to those working in the gathering and analysis of electronic information.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those relating to WHS and the gathering and analysis of electronic information.

Those undertaking this unit would work independently or as part of a team, under indirect supervision, while performing complex tasks in a broad range of contexts. They must be able to use discretion and judgement and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Electronic Forensics

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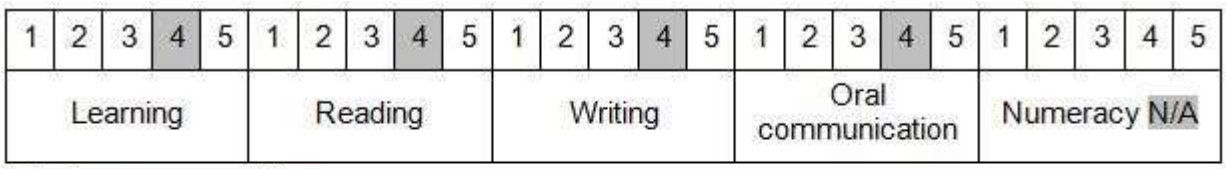
Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Detect and record electronic evidence	1.1 Detect electronic evidence using observational techniques and technological methods. 1.2 Record electronic evidence prior to examination. 1.3 Document the recorded electronic evidence.
2. Collect and analyse electronic evidence	2.1 Collect electronic evidence by handpicking or removal of portable media from machine to prevent contamination or loss. 2.2 Ensure collected electronic evidence is sufficient in detail, where possible, to allow all potential examinations/analysis to be carried out. 2.3 Conduct initial analysis of collected electronic evidence and report on outcomes.
3. Package electronic evidence	3.1 Package and store items to maintain continuity and prevent degradation or contamination. 3.2 Enter details of electronic evidence collected in case notes and, where appropriate, in the exhibit register to maintain the chain of custody.

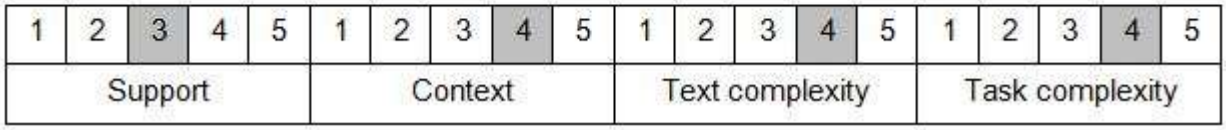
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Performance variables



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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFFOR003 Gather and analyse electronic information

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- detecting electronic evidence from digital and analogue recording and communication equipment including at least one of:
  - hard drives
  - recording media
  - flash drives
  - tape drives
  - random-access memory (RAM)
  - read-only memory (ROM)
  - basic input/output system (BIOS)
  - other peripherals
- solving problems and making analytical decisions in response to a range of electronic evidence contexts, including the systematic examination of electronic evidence items
- removing media
- analysing electronic information
- maximising the evidentiary value of the electronic evidence
- handling exhibits and preserving continuity of evidence
- using specialised evidence recording technology and equipment
- packaging, preserving and storing specific evidence types with consideration of:
  - physical nature of exhibit
  - electronic stability
  - packaging medium
  - tamper-evident seals
  - exhibit labels

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  - storage temperature
- operating safely
- recording evidence using methods including at least one of:
  - photographic
  - sketch plan
  - handwritten notes
  - video recording
  - digital imaging
  - physical capture
  - computer generated data
  - audio recording
  - global positioning system (GPS)

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislative, policy and quality system context and requirements
- WHS practices to be followed when recording, collecting and packaging electronic evidence
- range of techniques available for gathering, collecting, packaging and preserving electronic evidence
- required forensic documentation for recording and collecting electronic evidence
- roles and functions of other forensic discipline specialists in the recording, collection, preservation and continuity of electronic evidence

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations, with access to electronic devices with content suitable for forensic extraction including mobile devices, computers or communications equipment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFFOR004 Capture forensic photographic images

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to capture photographic images for forensic purposes during an electronic forensic investigation. It includes the selection of appropriate equipment and software and the capture of specific images required by the investigator. In the context of this unit, photographic equipment includes digital cameras, film cameras, accessories such as lenses (normal, wide-angle, telephoto and zoom), flashes and filters, tripod, equipment bag, memory cards and batteries.

This unit applies to those working in the gathering and analysis of electronic information.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those relating to WHS and the capture of photographic images.

Those undertaking this unit would work independently or as part of a team, under indirect supervision, while performing routine tasks in a broad range of contexts. They must be able to use discretion and judgement and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Electronic Forensics

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare to take a forensic photograph	1.1 Identify, analyse and confirm forensic photographic requirement from work requests/instructions. 1.2 Check photographic equipment for serviceability, rectify and report any faults to appropriate personnel. 1.3 Identify recording methods required to document the forensic evidence. 1.4 Identify and factor into planning any operational, security, safety and other considerations affecting taking forensic photographs.
2. Take forensic photographs	2.1 Assess and determine the most appropriate way to capture the photographs. 2.2 Prepare and select correct technical photographic settings. 2.3 Set up, compose and take the photographic sequence. 2.4 Produce forensic photographs of a high quality that directly illustrate the investigation and are suitable for reproduction.
3. Process forensic photographs	3.1 Remove the film from the camera or download digital images to a computer. 3.2 Arrange for photographs to be developed, scanned or printed. 3.3 Forward forensic images to the electronic forensic investigator.
4. Store forensic images	4.1 Package and store images to maintain continuity and prevent degradation or contamination. 4.2 Enter details of images in case notes and, where appropriate, in the exhibit register to maintain the chain of custody.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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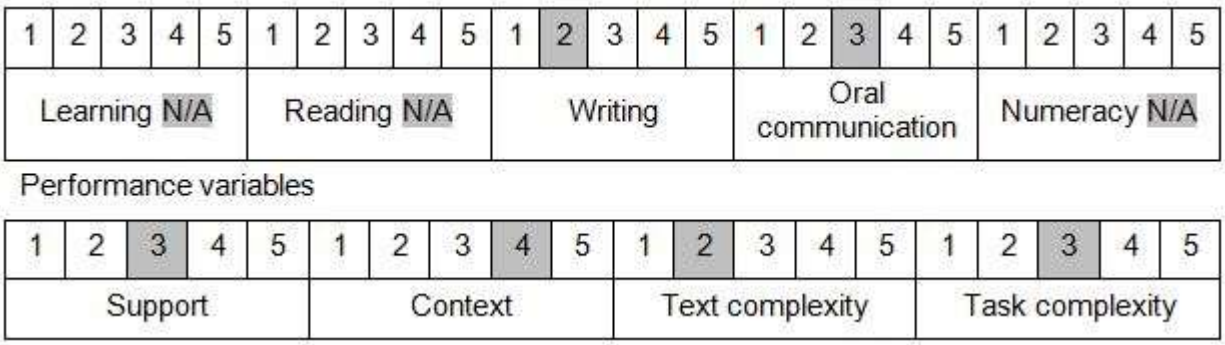
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFFOR004 Capture forensic photographic images

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- solving problems and making analytical decisions in response to a range of forensic photographic contexts, including the systematic capture of forensic images
- using relevant in-service cameras
- taking photographs in a range of environments
- using relevant computer technology
- collecting, packaging and preserving images, taking into consideration:
  - physical nature of images
  - electronic stability
  - packaging medium
  - tamper-evident seals
  - exhibit labels
- operating safely
- processing forensic photographs
- using recording methods including at least one of:
  - handwritten notes
  - computer generated data
  - audio recording
  - global positioning system (GPS)
  -

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

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- legislative, policy and quality system context in which forensic photography is conducted
- legislative, policy and quality system requirements for the security, protection and preservation of forensic images
- technical photographic knowledge
- required documentation for recording and collecting forensic images
- roles and functions of other forensic discipline specialists in the recording, collection, preservation and continuity of electronic evidence
- WHS practices to be followed when recording, collecting and storing forensic images

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations, with access to electronic devices with content suitable for forensic extraction including mobile devices, computers or communications equipment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFFOR005 Compile and submit electronic media forensic documentation

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to compile and submit documentation relating to electronic forensic investigation. It includes completing forms, compiling reports and returns, compiling statements, affidavits and statutory declarations, compiling statements of evidence, compiling exhibit registers and logs, and completing the day-to-day paperwork required in the area of electronic forensics.

This unit applies to those working in the gathering and analysis of electronic information.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those relating to WHS and the completion and submission of documentation relating to electronic forensic investigations.

Those undertaking this unit would work independently or as part of a team, under indirect supervision, while performing routine tasks in a range of contexts. They must be able to use discretion and judgement and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Electronic Forensics

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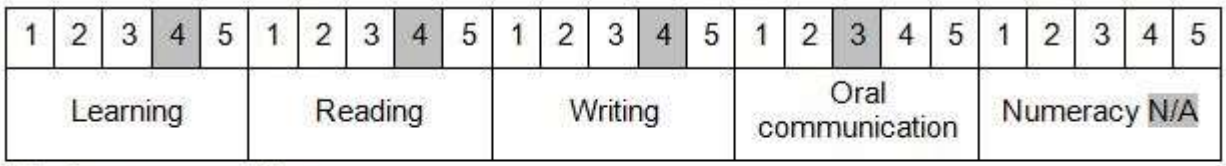
Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Maintain documentation	1.1 Compile and maintain accurate, complete, legible and comprehensible documentation including notes. and associated records relating to cases/jobs/tasks. 1.2 Ensure appropriate handling of documentation to the security level of the document concerned.
2. Handle documentation	2.1 Submit documentation such as notes, reports and associated records. 2.2 Store/archive notes and associated records at the conclusion of proceedings.

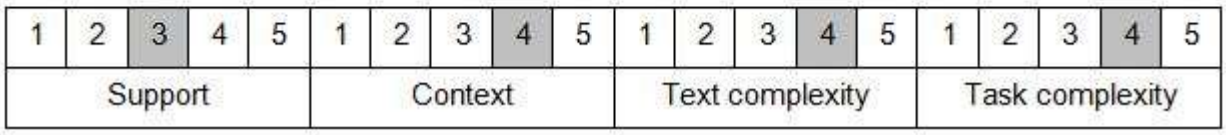
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Performance variables



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFFOR005 Compile and submit electronic media forensic documentation

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- preparing, completing and submitting statements, reports, task files, logs and other forensic documentation including at least two of:
  - handwritten notes
  - forensic reports
  - legal reports
  - sketch plans
  - photographs
  - scale plans
  - video/audio tapes
  - digital voice records
  - task logs
  - witness statements
  - external reports
  - exhibit registers
  - exhibit logs
  - photocopies of published research/supporting materials
  - database and case management system entries
  - reports, including statements, statutory declarations and affidavits
- preparing exhibits including at least two of:
  - sketch and scale plans
  - photographs
  - digital voice records
  - task logs

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  - reports
  - photocopies of published research/supporting materials
  - database and case management system entries
- information technology skills
- organisational skills
- gathering, recording, collating, analysing and re-evaluating techniques
- maximising the potential evidentiary value of the electronic media forensic documentation

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- quality system requirements relating to note taking and preparation of task files/reports
- organisational policy and procedural requirements for the reporting of findings to clients/stakeholders
- approved formats of forms, case files and reports

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations, with access to electronic devices with content suitable for forensic extraction including mobile devices, computers or communications equipment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFFOR006 Conduct electronic data search and analysis

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit covers the competency to analyse electronic forensic data that has been acquired through a range of electronic forensic methodologies. It includes analysing electronic storage devices for artefacts that may become evidence. In the context of this unit, physical evidence includes both digital and analogue recording, and communications equipment including hard drives, recording media, flash drives, tape drives, random-access memory (RAM), read-only memory (ROM), basic input/output system (BIOS) and other peripherals. In addition, artefacts are any kind of tangible electronic byproducts that are produced during user or system activity.

This unit applies to those working in the gathering and analysis of electronic information.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those relating to WHS and the conducting of electronic data search and analysis.

Those undertaking this unit would work independently, with minimal supervision, while performing complex tasks, including making complex judgements. They would use discretion and judgement and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Electronic Forensics

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Reduce and describe data	1.1 Identify electronic forensic data to be analysed. 1.2 Reduce the data, identify possible artefacts and describe these in a suitable form to support the development of interpretations. 1.3 Decrypt data if appropriate. 1.4 Review the reduction and description processes to determine their appropriateness, and make improvements where necessary. 1.5 Save data not used in the reduction and description processes for future reference.
2. Analyse and interpret data	2.1 Interpret the data using appropriate thinking processes based on deduction, induction and/or problem solving techniques. 2.2 Analyse electronic storage devices for artefacts, i.e. any kind of tangible electronic byproduct produced during user or system activity that may become evidence. 2.3 Apply sound reasoning to ensure consistency of interpretations based on the data. 2.4 Base interpretations on the factual quantitative and qualitative data. 2.5 Develop a reconstruction of events using analysis techniques.
3. Develop conclusions and recommendations	3.1 Test and review possible interpretations to ensure they are credible and consistent with relevant data. 3.2 Refine and consolidate interpretations to strengthen inferences drawn. 3.3 Clearly state assumptions in the arguments leading to inferences. 3.4 Formulate sound inferences, probable predictions, interpretations and/or explanations from facts and the tested interpretations. 3.5 Ensure transparency in the investigation process by formulating inferences through a clear chain of reasoning. 3.6 Review inferences to identify and address any fallacies in reasoning. 3.7 Assess the relationship between the data developed and the probable interpretations to ensure validity and compliance, and

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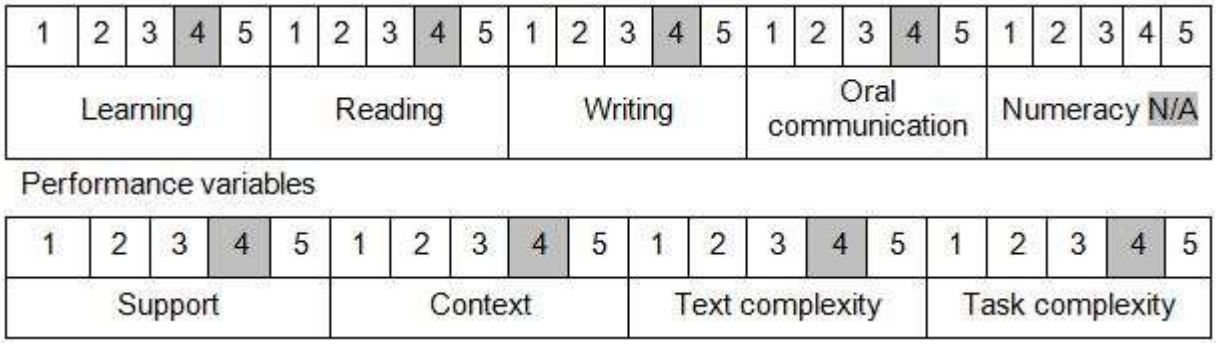
	report orally and/or in writing, formally or informally. 3.8 Develop and report conclusions and recommendations, addressing both strategic and tactical issues.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFFOR006 Conduct electronic data search and analysis

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting an electronic data search
- communicating (listening, questioning, presenting) and negotiating
- using and interpreting the outcomes from different types of electronic forensic tools
- reducing and describing data
- applying thinking processes including at least two of:
  - inductive (interpreting raw information, identifying and testing trends or patterns)
  - deductive (beginning with a hypothesis and testing it), lateral, critical or creative
  - problem solving techniques and decision making
- preparing analysis reports
- constructing sound inductive arguments
- evaluating data
- using computer and information systems
- conducting analysis including:
  - quantitative and/or qualitative
  - explorative
  - descriptive
  - causative
  - predictive
  - development of hypotheses
  - timeline development
  - link analysis
  - comparative
  - biographical
  - demographic or geographic

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  - historical
  - scenario generation
  - Delphi technique
- morphological maximising the potential evidentiary value of the electronic evidence
- operating safely

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- computer and storage device theory, characteristics and operating mechanisms
- government and policy environments within which analysis will be conducted various types of electronic forensic tools and their capabilities and limitations
- applicable laws, policy and procedures
- available resources required to support the intelligence analysis process
- security issues and classifications
- the range of analytical techniques appropriate for data analysis evaluation systems
- thinking and inductive/deductive reasoning processes
- the influence of human factors on data analysis
- evidentiary requirements

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations, with access to electronic devices with content suitable for forensic extraction including mobile devices, computers or communications equipment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFFOR007 Set up, operate and maintain a portable audio recorder

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to select, set up, operate and maintain a portable audio recorder and associated equipment required for recording during an electronic forensic investigation. In an electronic forensic investigation the selection of recording equipment is dependent on the specific information required by the investigator. In the context of this unit equipment may include any domestic or commercial audio device used by the organisation, including microphones, mounts, organisational specialist equipment, computer equipment or software tools. Audio recording media may include audio tapes, flash drives, hard disk drives or solid state drives.

This unit applies to those working in the gathering and analysis of electronic information.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those relating to WHS and the set-up and operation of a portable audio recorder.

Those undertaking this unit would work independently or as part of a team, under indirect supervision, while performing routine tasks in a familiar context. They must be able to use discretion and judgement and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Competency Field

Electronic Forensics

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Select and prepare portable audio recorder, equipment and materials	1.1 Identify and confirm portable audio recorder and equipment for the task. 1.2 Perform visual, auditory or tactile inspection of the portable audio recorder and equipment to ensure its operation. 1.3 Charge the batteries to meet the requirements of the task. 1.4 Report and record details of faulty or damaged equipment.
2. Test all operational aspects of portable audio recorder	2.1 Test the portable audio recorder and equipment to ensure it is fit for purpose. 2.2 Check the functions of the portable audio recorder to ensure it can achieve the required result. 2.3 Load the audio recording media for the task.
3. Operate portable audio recorder	3.1 Operate the portable audio recorder to achieve forensic investigation requirements. 3.2 Place microphones if appropriate and check microphone placement to ensure desired result is achieved. 3.3 Screen external noise. 3.4 Check recording levels and adjust portable audio recorder sound levels. 3.5 Adjust and move portable audio recorder and equipment. 3.6 Remove and process audio recording media.
4. Inspect, clean, maintain and store portable audio recorder and equipment	4.1 Conduct auditory or tactile inspection to identify possible operational or physical failure of portable audio recorder or equipment. 4.2 Clean, maintain, assemble and store portable audio recorder and equipment. 4.3 Perform power checks and software checks. 4.4 Perform internal or external repairs. 4.5 Update portable audio recorder records.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading					Writing					Oral communication N/A					Numeracy				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFFOR007 Set up, operate and maintain a portable audio recorder

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- operating a portable audio recorder and associated equipment
- inspecting a portable audio recorder and equipment
- testing a portable audio recorder and equipment
- cleaning and maintaining a portable audio recorder and equipment
- using cleaning agents and chemicals

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- portable audio recorder operational functions
- concepts of portable audio recorder maintenance and appropriate cleaning techniques and materials
- WHS policy relevant to the maintenance, servicing and testing of portable audio recorder and equipment
- types of and differences in audio recording equipment, and compatibility of audio recording media with equipment
- management of audio recording media stocks, storage and handling
- safe working practices when operating, maintaining, servicing and testing portable audio recorder and equipment

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations, with access to electronic devices with content suitable for forensic extraction including mobile devices, computers or communications equipment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFFOR008 Detect, record and collect electronic evidence

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to conduct activities involved in the detection, recording and collection of electronic evidence prior to laboratory examination. It requires the individual to detect, record, collect and package both digital and analogue recording and communications equipment including hard drives, recording media, flash drives, tape drives, random-access memory (RAM), read-only memory (ROM), basic input/output system (BIOS) and other peripherals.

This unit applies to those working in the gathering and analysis of electronic information.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those relating to WHS and the search for and seizure of electronic evidence.

Those undertaking this unit would work independently, with minimal supervision, while performing complex tasks, including making complex judgements. They would use discretion and judgement and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Competency Field

Electronic Forensics

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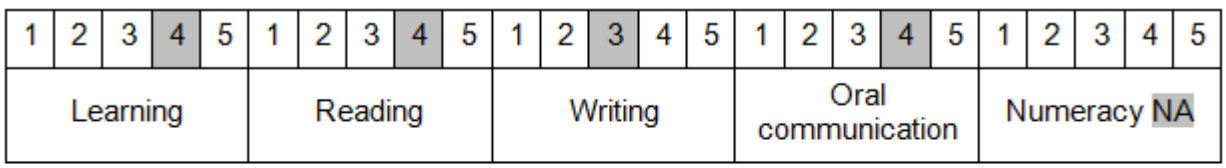
Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Detect and record electronic evidence	1.1 Detect electronic evidence using observational techniques and technological methods. 1.2 Record electronic evidence prior to examination. 1.3 Document the recorded electronic evidence.
2. Collect electronic evidence	2.1 Collect electronic evidence by handpicking or removing media from machines to prevent contamination or loss. 2.2 Ensure that collected electronic evidence is sufficient in quantity, where possible, to allow all potential examinations/analyses to be carried out.
3. Package electronic evidence	3.1 Package and store items to maintain continuity and prevent degradation or contamination. 3.2 Package electronic evidence. 3.3 Enter details of electronic evidence collected in case notes and, where appropriate, in the exhibit register to maintain continuity.

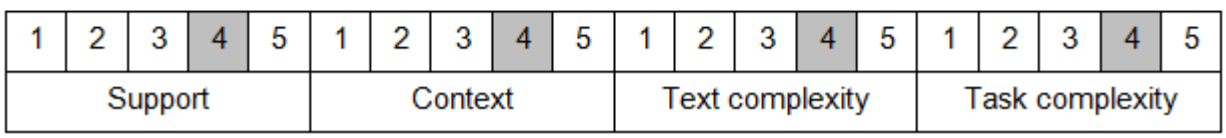
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Performance variables



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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFFOR008 Detect, record and collect electronic evidence

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- solving problems
- making analytical decisions
- examining electronic evidence
- maximising the evidentiary value of the electronic evidence
- handling and preserving continuity of evidence
- collecting and preserving specific evidence types
- operating safely
- packaging and storing items to maintain continuity and prevent degradation or contamination by considering:
  - physical nature of exhibit
  - electronic stability
  - packaging medium
  - tamper-evident seals
  - exhibit labels
  - storage temperature

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislative, policy and quality system context and requirements
- available techniques and their limitations
- required documentation
- roles and functions of other forensic discipline specialists

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- WHS

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations, with access to electronic devices with content suitable for forensic extraction including mobile devices, computers or communications equipment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFFOR009 Give evidence of electronic media crime

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to give evidence as an electronic forensics expert witness in legal proceedings. The unit includes preparation for proceedings, presenting evidence and following up on outcomes of proceedings. Proceedings may be to criminal, coronial, civil or military courts; Defence or workers' compensation tribunals; human rights, equal opportunity or royal commissions; administrative reviews or parliamentary hearings.

This unit applies to those working in the gathering and analysis of electronic information.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those relating to WHS and the search and seizure of electronic evidence.

Those undertaking this unit would work independently, with minimal supervision, while performing complex tasks, including making complex judgements. They would use discretion and judgement and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Competency Field

Electronic Forensics

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for legal proceedings	1.1 Confirm arrangements for role and involvement in legal proceedings. 1.2 Prepare documents and other exhibits. 1.3 Identify precedents relevant to the procedures. 1.4 Provide assistance to counsel as required.
2. Present expert evidence	2.1 Apply rules of evidence relevant to the jurisdiction. 2.2 Translate technical practices and concepts into non-technical language, with explanations of technologies involved. 2.3 Present evidence in a clear, concise and articulate manner. 2.4 Provide considered expert evidence consistent with relevant qualifications and expertise in the area of electronic forensics.
3. Monitor and follow up the outcomes of legal proceedings	3.1 Note and file the outcomes of proceedings and complete reports where required. 3.2 Note and action feedback from counsel and/or legal authority and comments by deciding authority. 3.3 Review outcomes of proceedings to ensure knowledge of trends and precedents is current. 3.4 Recommend changes to organisational policy and proceedings arising from rulings and decisions.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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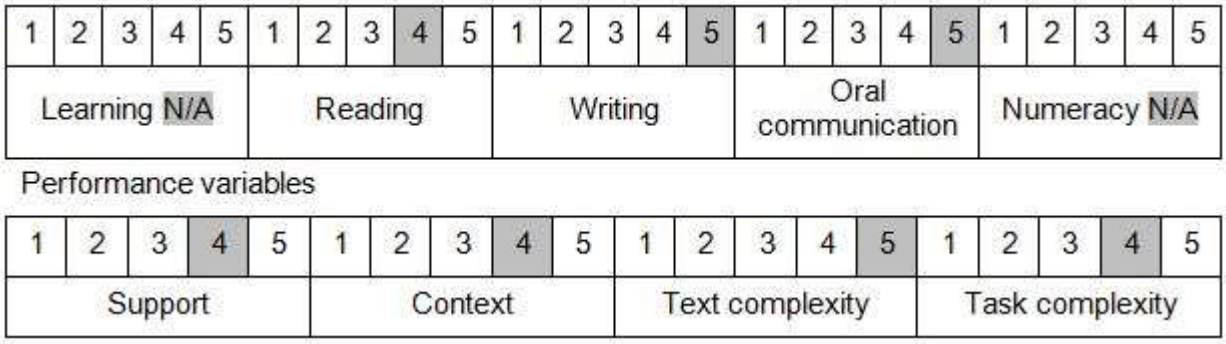
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFFOR009 Give evidence of electronic media crime

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- presenting expert evidence
- describing complex technical procedures in simple language
- writing complex reports
- applying the rules of evidence
- applying the constraints of individual qualifications
- maximising the potential evidentiary value of the electronic evidence

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislative, policy and procedural context in which electronic forensic evidence is given
- rules of evidence
- court procedures relevant to the specific legal process
- procedures and protocols in different judicial systems
- types of evidence admissible in judicial systems
- legislative requirements of presenting evidence
- constraints and limitations of individual qualifications
- prosecution process
- role of legal personnel
- role of expert witnesses
- use of forensic documentation and notes in giving evidence

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations, with access to electronic devices with content suitable for forensic extraction including mobile devices, computers or communications equipment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFFOR010 Produce an electronic media image for forensic purposes

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to employ a range of electronic media forensic methodologies to produce an image of a storage device. Storage devices may include hard disk drives, solid state drives, read-only memory (ROM), random-access memory (RAM), flash drives, tape drives, basic input/output system (BIOS) and USBs. Common objectives may include keyword searches, files recovery, including deleted files, extraction of registry information and metadata. Mobile devices such as mobile phones may afford additional information, including location, but require the use of specific methodologies.

This unit applies to those working in the gathering and analysis of electronic information.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those relating to WHS and the search and seizure of electronic evidence.

Those undertaking this unit would work independently, with minimum of supervision, while performing complex tasks, including making complex judgements. They would use discretion and judgement and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Competency Field

Electronic Forensics

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Determine job requirements	1.1 Detect electronic evidence using observation techniques and appropriate technological methods. 1.2 Isolate electronic evidence prior to examination. 1.3 Identify recording methods to document the electronic evidence. 1.4 Determine most appropriate methodology to image the electronic evidence based on the information being sought and the actual process of analysis of the investigation.
2. Image storage device	2.1 Prepare storage device for imaging. 2.2 Acquire image and check for accuracy by removing internal components from devices if appropriate. 2.3 Ensure image is sufficient in detail to allow all potential examinations and analyses to be carried out.
3. Collect and package electronic evidence	3.1 Collect electronic evidence so as to prevent contamination or loss. 3.2 Package and store evidence to maintain continuity and prevent degradation or contamination. 3.3 Enter details of electronic evidence collected in case notes and, where appropriate, in the exhibit register to maintain the chain of custody.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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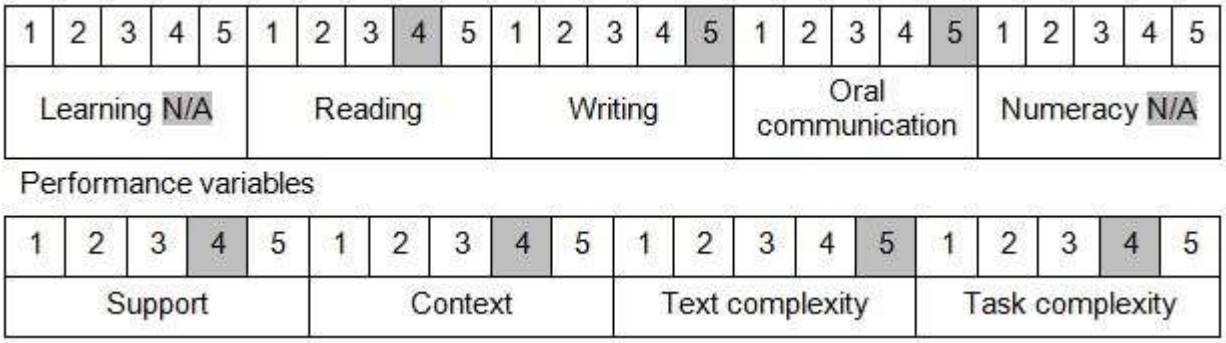
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFFOR010 Produce an electronic media image for forensic purposes

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using analytical, decision-making and problem-solving skills in response to a range of electronic evidence contexts, including the systematic examination of items of electronic evidence
- applying resource management and time management
- applying exhibit handling skills
- preserving continuity of evidence
- using specialised evidence-recording equipment as required
- collecting, packaging and preserving specific evidence types
- adhering to operational safety
- maximising the potential evidentiary value of the electronic evidence

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislative, policy and quality system context
- the range of techniques available for the recording, collection, packaging and preservation of electronic evidence
- required forensic documentation for the recording and collection of electronic evidence
- application and potential limitations of forensic investigative techniques
- roles and functions of other forensic discipline specialists
- WHS

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations, with access to electronic devices with content suitable for forensic extraction including mobile devices, computers or communications equipment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFFOR011 Assess, control and examine electronic incident scenes

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to assess, control and examine electronic incident scenes, including determining the resources required to examine the scene and plan a search for electronic equipment that will require forensic examination. In the context of this unit, physical evidence includes both digital and analogue recording and communications equipment, including hard drives, recording media, flash drives, tape drives, random-access memory (RAM), read-only memory (ROM), basic input/output system (BIOS) and other peripherals.

This unit applies to those working in the gathering and analysis of electronic information.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those relating to WHS and assessing, controlling and examining electronic incident scenes.

Those undertaking this unit would work independently, with minimal supervision, while performing complex tasks, including making complex judgements. They would use discretion and judgement and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Electronic Forensics

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Respond to incident	1.1 Receive, record, acknowledge and prioritise tasking. 1.2 Undertake preliminary assessment and anticipate likely resource requirements prior to arrival at the incident scene.
2. Assess the scene	2.1 Obtain information from relevant personnel to determine incident details. 2.2 Survey the incident scene to establish its scope within the scene assessment. 2.3 Identify resources required to conduct examination of the scene. 2.4 Identify risk factors and develop strategies to maintain personnel safety and preserve physical evidence. 2.5 Identify tactical factors and resulting priorities to assist decision making/subsequent action. 2.6 Establish a systematic plan of action. 2.7 Conduct a systematic search to identify relevant physical evidence, and maintain the integrity of the evidence.
3. Control the scene	3.1 Coordinate investigations to preserve life, property and evidence, minimise disruption and comply with operational safety guidelines. 3.2 Task and coordinate support personnel if necessary to manage the incident scene. 3.3 Establish and review perimeters to maintain security and integrity of the scene. 3.4 Maintain a record of movement where relevant. 3.5 Safeguard persons at the scene and prevent contamination or alteration of the scene. 3.6 Identify entry and exit paths to preserve evidence and maintain safety of personnel. 3.7 Assess the incident scene to identify subsequent investigative and/or forensic action.
4. Examine and interpret the scene	4.1 Record the nature and location (spatial relationships) of physical evidence and identify the sequence of events. 4.2 Draw conclusions from the physical evidence. 4.3 Review the conclusions if additional relevant evidence is identified.

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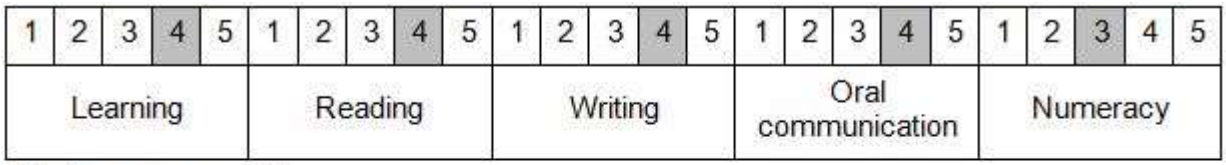
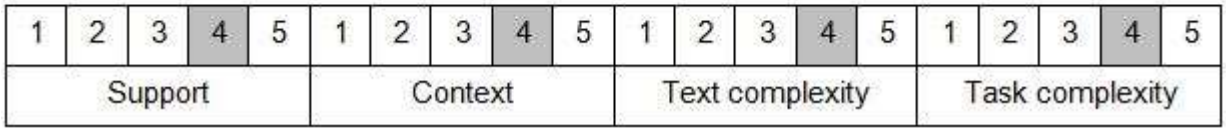
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Performance variables



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFFOR011 Assess, control and examine electronic incident scenes

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- communicating (listening, questioning) and negotiating
- controlling persons in the vicinity of the incident scene
- analysing, making decisions and solving problems in response to a range of scene contexts, including the systematic examination of incident scenes
- working effectively with a range of professionals
- managing resources and time
- handling exhibits and preserving continuity of evidence
- using specialised investigatory equipment, including computer software and/or photographic equipment
- operating safely
- maximising the value of physical evidence

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- government and policy context in which scenes are managed and investigated and the relevant law, policy and procedures
- the range of services available to assist in the assessment, management and interpretation of scenes, in particular electronic forensic services
- indicators of need for specialist knowledge and investigative techniques
- judicial and evidentiary requirements and organisational processes for the collection, preservation and continuity of exhibits
- roles and functions of other stakeholders in managing scenes
- appropriate scene management techniques and processes

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- the application and potential limitations of forensic investigative techniques
- legislative, procedural and quality systems requirements for the security, protection and preservation of the scene
- WHS practices to be followed when examining scenes
- forensic methodology

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations, with access to electronic devices with content suitable for forensic extraction including mobile devices, computers or communications equipment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFGEN001 Work in a team

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to work with others and make a positive contribution to the effectiveness and efficiency of a team in a defence force environment which may include high stakes outcomes.

This unit applies to all workers in Defence, but is particularly relevant to operations where teamwork is critical to safety and success of the mission.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work predominantly under direct supervision, with limited responsibility towards others, while performing specific tasks, in a broad range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.

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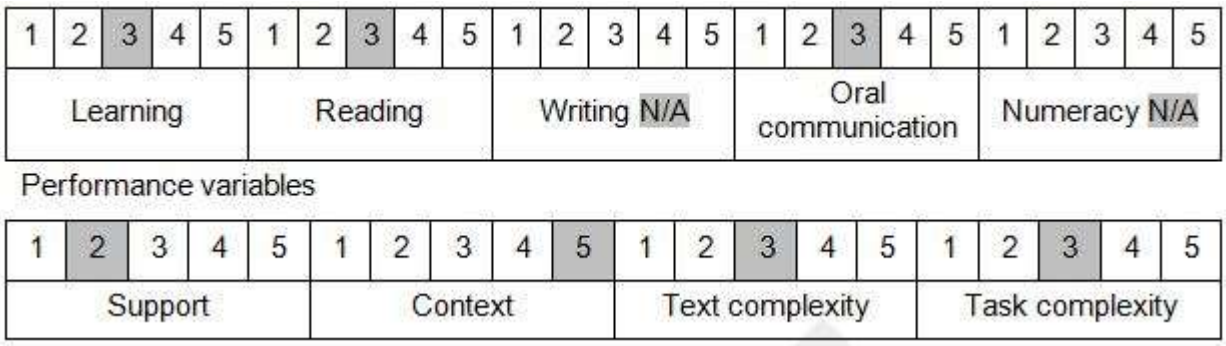
1. Contribute to team activities	1.1 Recognise roles and responsibilities of team members and understand team composition. 1.2 Contribute to determining team goals and objectives. 1.3 Complete activities to required standard within time frame. 1.4 Request assistance where appropriate. 1.5 Implement changes in allocated role and responsibilities. 1.6 Attend team meetings.
2. Share knowledge and information	2.1 Share information relevant to work with team members to enable efficient completion of tasks by maintaining open communication at all times. 2.2 Share knowledge and skills with team members.
3. Give and receive support to/from team members	3.1 Provide feedback and assistance to other team members to ensure completion of tasks and workplace goals. 3.2 Act upon feedback from other team members.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFGEN001 Work in a team

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- encouraging team members
- following instructions
- demonstrating interpersonal skills
- listening and using a variety of communication skills
- providing suggestions and information
- reporting information
- contributing to the achievement of tasks consistent with agreed goals

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- composition of workplace teams and roles and responsibilities of team members
- non-operational and operational communication processes
- techniques for giving and receiving feedback in a constructive manner
- techniques for supporting others

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFGEN002 Work independently

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to work as a member of a team or as an individual for periods of time without direct supervision.

This unit applies to Defence personnel on operations.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, performing complex tasks, in a broad range of contexts that could be hostile, while maintaining personal safety.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Undertake work activities	1.1 Identify and undertake work requirements. 1.2 Implement instructions and directions.

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	1.3 Maintain communication with chain of command, advising of progress of task/activity and of any legal requirements and/or ramifications of activities.
2. Accept responsibilities	2.1 Accept responsibilities referring to supervisor for any activity that exceeds the scope of the defined task. 2.2 Determine performance requirements based on objectives and goals and validate with supervisor.
3. Maintain team performance	3.1 Monitor individual performance against defined performance requirements and take action as required. 3.2 Monitor and lead performance of others to meet team objectives and goals. 3.3 Refer issues which cannot be rectified or addressed. 3.4 Notify chain of command of any changes in priorities or tasks. 3.5 Recognise and adhere to level of authority. 3.6 Complete required documentation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	**4**	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	3	**4**	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	**4**	5	1	2	3	4	**5**	1	2	**3**	4	5	1	2	3	**4**	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFGEN002 Work independently

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- communicating instructions and directions
- communicating performance expectations
- completing a range of documentation
- encouraging team members
- providing informal performance counselling
- providing feedback on performance to team members
- representing issues to management

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legal requirements and ramifications of team activities
- method of monitoring performance
- relevant policies and procedures
- team members' duties and responsibilities

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFGEN003 Lead a team

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to lead, manage and develop individuals and teams in order to achieve organisational objectives and maintain effective working relationships.

This unit applies to those working in a management and leadership role in Defence which may include working in volatile or hostile environments.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, with leadership responsibility towards others, while performing sophisticated tasks and maintaining personal safety and safety of others in a broad range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.

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1. Develop and maintain a team	1.1 Seek, encourage, acknowledge and assess work contributions or suggestions from staff. 1.2 Utilise team members' skills to achieve work outcomes. 1.3 Ensure that delegation to individuals and team members is appropriate and relevant to team objectives and goals. 1.4 Develop a plan to meet individual and/or team training and development needs. 1.5 Assess performance and provide regular constructive feedback on all aspects of work performance to individuals and the team. 1.6 Recognise and address potential or actual conflict between team members or between self and other individuals. 1.7 Identify and analyse difficulties in achieving required outcomes and develop and communicate solutions. 1.8 Complete documentation and record keeping relevant to the team.
2. Communicate with the team	2.1 Communicate the link between the function of the team and the organisation's goals. 2.2 Provide team members with up-to-date information regarding the organisational standards and team objectives. 2.3 Verify team members' understanding of objectives and standards.
3. Model leadership	3.1 Develop workgroup commitment to objectives and standards by modelling own commitment and by providing leadership. 3.2 Ensure own contribution enhances the organisation's image.
4. Create and maintain conditions for productive work	4.1 Use participative decision making to develop, implement and review work of the team. 4.2 Demonstrate authority and promote autonomy to ensure allocated tasks are completed by team members. 4.3 Recommend improvements and implement where possible. 4.4 Identify or anticipate workplace hazards and manage risks to maintain safe working conditions.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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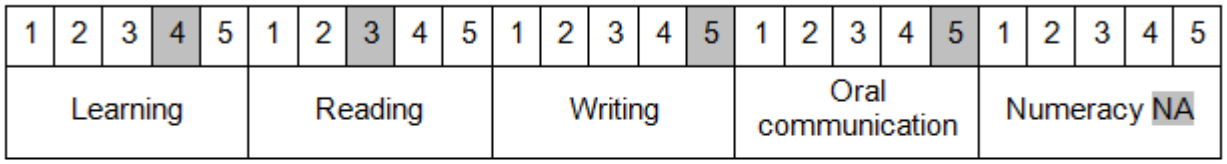
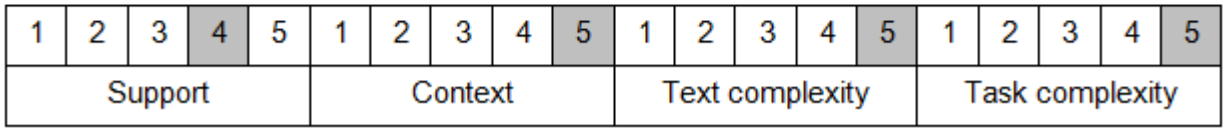
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFGEN003 Lead a team

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking conflict resolution and negotiation
- communicating with team members
- demonstrating interpersonal skills
- solving problems
- providing constructive feedback

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisational policies, procedures and guidelines relevant to the team.
- legislation relevant to work group activities
- organisational standards and values
- principles of effective team operation
- applying organisational human resource management requirements
- principles of leadership

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFGEN004 Manage personal performance

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to manage personal performance outcomes and maintain skills.

This unit was developed for workers in the Australian Defence Force, but is applicable to anyone required to maintain personal performance.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under indirect supervision, usually as part of the team while performing routine tasks in a broad range of contexts. They would take responsibility for their own work outcomes.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.

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1. Maintain ongoing personal competence	1.1 Identify organisational structures, career pathways and development opportunities. 1.2 Identify personal and professional performance standards. 1.3 Identify own training and development needs relevant to area of work, in conjunction with supervisor.
2. Organise and accept responsibility for own work	2.1 Establish work priorities and deadlines in consultation with supervisor. 2.2 Plan work activities and communicate progress of work to supervisor and team members. 2.3 Complete work to the standard expected and according to supervisor's feedback.
3. Maintain work effectiveness	3.1 Manage own work performance. 3.2 Recognise and manage personal wellbeing, such as stress, and take action to ensure continued work effectiveness. 3.3 Seek peer support when required.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	**4**	5	1	2	**3**	4	5	1	**2**	3	4	5	1	2	**3**	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA					

Performance variables:

1	2	3	**4**	5	1	2	3	4	**5**	1	2	**3**	4	5	1	2	**3**	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFGEN004 Manage personal performance

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- communicating effectively with others
- operating as a member of a team
- working within the organisational chain of command
- planning work requirements

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisational employment structures appropriate to individual's occupation
- personal and professional performance standards
- organisational skill or performance documentation

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFGEN005 Develop relationships with other organisations

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to develop relationships with other organisations by establishing appropriate networks and interacting with them.

This unit was developed for those working in Defence but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to the requirements of Defence doctrine and publications.

Those undertaking this unit would work under indirect supervision, usually as part of a team and would take responsibility for their own work outcomes. They would usually be at an entry level, having completed both their trade training and first level leadership training. They would perform explicit tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe	Performance criteria describe the performance needed to demonstrate

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the essential outcomes	achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Establish networks and relationships	1.1 Identify external organisations to support business requirements. 1.2 Develop networks with other organisations to support liaison and collaboration. 1.3 Develop relationships that provide benefits to the organisation from shared expertise, information and/or resources.
2. Interact with other organisations	2.1 Communicate with other organisations in a clear, concise and comprehensive manner. 2.2 Participate in meetings and forums that support mutual cooperation. 2.3 Identify and consult with stakeholders that are affected by the outcomes of the interaction between organisations. 2.4 Gather information from other organisations to inform the improvement of interaction and to avoid duplication of effort.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF Levels essential to performance:

1	2	3	**4**	5	1	2	3	**4**	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy N/A					

Performance variables

1	2	**3**	4	5	1	2	3	**4**	5	1	2	**3**	4	5	1	2	**3**	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFGEN005 Develop relationships with other organisations

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- developing and using networks and relationships effectively
- providing accurate and clear information

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- awareness of role and responsibilities of other organisations
- current practices and procedures for communicating in the workplace
- meeting protocols and procedures
- organisation’s confidentiality requirements
- organisational policy and procedures relating to liaison with other organisations

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFGEN006 Work with equity and diversity

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEQ001C Work with equity and diversity. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to apply the principles of equity and diversity in the workplace. This includes recognising individual differences in the workplace, valuing these differences and adjusting own behaviour to account for these differences.

This unit was developed for those working in any field as a Defence member but may be relevant to others.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under direct supervision, while performing specific tasks, in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to demonstrate

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essential outcomes	achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Recognise individual differences	1.1 Acknowledge differences in accordance with workplace equity and diversity principles. 1.2 Apply equity and diversity principles. 1.3 Identify and apply legislative and statutory requirements.
2. Demonstrate respect for individual differences	2.1 Ensure personal behaviour shows sensitivity to the differences. 2.2 Ensure personal conduct complies with workplace equity and diversity standards. 2.3 Identify and access available support. 2.4 Adjust communication styles to reflect equity and diversity standards.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy N/A					

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEQ001C Work with equity and diversity.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFGEN006 Work with equity and diversity

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. The candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying cross cultural and interpersonal communication
- applying the guidelines related to unacceptable behaviour
- applying the principles of equity and diversity
- encouraging other team members and providing suggestions
- writing to the level required to complete workplace forms and reports
- working in an acceptable and non-discriminatory way while establishing rapport and good working relationships with all colleagues
- recognising differences in the workplace
- adjusting communication styles to reflect the equity and diversity in workplace
- applying verbal and non-verbal communication techniques including

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- composition of teams and roles and responsibility of team members
- equity and diversity principles and legislation
- non-operational and operational communication processes
- principles of team work and teams aims and objectives
- techniques for giving and receiving feedback in a constructive manner
- techniques for supporting others/team members

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- unacceptable behaviour guidelines
- written communication to a level required to complete workplace forms and reports

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFGEN007 Conduct risk assessment in a Defence environment

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFRI002B Conduct risk assessment in a Defence environment. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Element 4 revised • PC 4.1, 4.2 revised • PC 1.3 and 1.4 merged and revised • PC 2.1 & 2.2 merged • PC 2.4 removed • All PC in element 3 revised

Application

This unit describes the skills required to identify and assess risks in preparation for implementing treatment measures.

This was developed for Defence personnel required to conduct a risk assessment but may be relevant to others working in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work both independently and as part of a team, while performing routine tasks to apply known solutions to a variety of predictable problems. They would normally have local supervisory or management responsibility and apply known solutions to a variety of predicable problems.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Establish the risk context	1.1 Define, identify and record the aims, objectives, scope and boundaries of the risk assessment. 1.2 Identify and confirm the risk evaluation criteria. 1.3 Develop the risk assessment plan.
2. Identify risk	2.1 Identify and record all possible sources of risks according to the plan and from the perspective of all stakeholders. 2.2 Use a specified methodology or approach when identifying the risk.
3. Analyse risk	3.1 Analyse and estimate the potential consequence of a risk. 3.2 Document and report the risk.
4. Evaluate and review risk	4.1 Evaluate the levels of risk and prioritise for treatment. 4.2 Calculate and compare the level of risk to the established risk evaluation criteria, and report to supervisors. 4.3 Monitor and review risk until appropriate treatment measures have been implemented.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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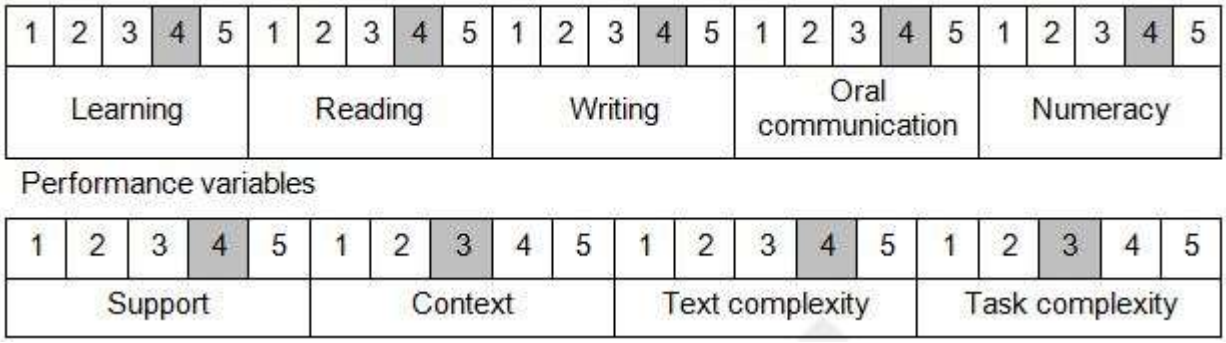
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFRI002B Conduct risk assessment in a Defence environment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFGEN007 Conduct risk assessment in a Defence environment

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- reading and complying with the organisation's plans, policies and procedures
- evaluating a situation by listening, observing and clarifying information with supervisor
- making notes of observations
- providing and receiving feedback in a constructive manner
- using problem solving skills for a defined range of problems
- presenting mathematical ideas in appropriate format
- defining and identifying risk language, definitions and terminology
- analysing risks using the methodology and procedures approved by the organisation

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisational policies, procedures and guidelines
- aims and objectives of the task
- risk management terminology and language in accordance with relevant standards
- techniques/methods used to identify or analyse information
- specified methods or tools endorsed by an organisation and provided for use in the identification and analysis of risk

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFGEN008 Treat risk within Defence at an operational level

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFRI001B Treat risk within Defence at an operational level. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Elements 2 and 3 merged • Element 4 wording revised • All PC in elements 2, 3 and 4 revised

Application

This unit describes the skills required to identify, plan and implement treatment options in order to reduce risk.

This was developed for Defence personnel required to treat risk but may be relevant to others working in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work both independently and as part of a team, while performing routine tasks to apply unknown solutions to a variety of unpredictable problems. They would normally have local supervisory or management responsibility and apply known solutions to a variety of predicable problems.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Make risk decision	1.1 Calculate the level of risk and compare it to the established risk evaluation criteria in consultation with the supervisor. 1.2 Document unacceptable risk and note for treatment.
2. Implement treatment plan	2.1 Identify and confirm the treatment options. 2.2 Evaluate and record the effectiveness of treatment options. 2.3 Implement treatment plans with selected options.
3. Monitor and review treatment plan	3.1 Evaluate treatment plans to determine residual risk after implementation. 3.2 Monitor, review and report on the effectiveness of the treatment plan to ensure compliance. 3.3 Calculate the residual risk and report to supervisor, then adjust the treatment following the review process. 3.4 Adjust treatments and record the review process.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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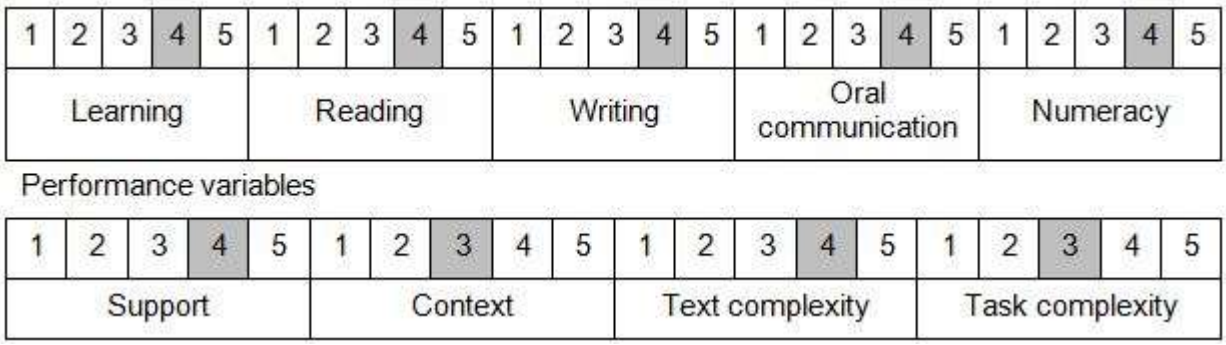
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFRI001B Treat risk within Defence at an operational level.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFGEN008 Treat risk within Defence at an operational level

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- reading and complying with the organisation's plans, policies and procedures
- evaluating a situation by listening, observing and clarifying information with supervisor
- following instructions and reporting information
- making notes of observations
- providing and receiving feedback in a constructive manner
- using problem solving skills for a defined range of problems
- presenting mathematical ideas in appropriate format
- defining and identifying risk language, definitions and terminology
- using the methodology and procedures approved by the organisation

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisational policies and procedures
- aims and objectives of the task
- risk management terminology and language in accordance with relevant standards
- written communication to a level required to complete workplace forms and reports
- techniques for giving and receiving feedback in a constructive manner

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFGEN009 Analyse causes and identify countermeasures for injuries in physical activities

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCM003B Analyse causes and identify countermeasures for injuries in physical activities. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to establish the root cause/s of injuries occurring in physical activity, to develop countermeasures, to report the analysis, and to make recommendations to supervisors.

This unit was developed for Defence workers involved in analysing causes and identifying countermeasures for injuries in physical activities as a workplace responsibility, but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under direct supervision, while performing complex tasks, in a range of contexts. They must be able to use discretion and judgement and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for a causal analysis	1.1 Identify, obtain and assemble background documentation to collate all relevant facts and information that may guide and contribute to the causal analysis. 1.2 Identify relevant personnel and request them to provide input to the causal analysis. 1.3 Identify and assemble other relevant sources of information regarding injury causation. 1.4 Identify, specify and prepare methods and tools to be used in the analysis.
2. Identify the contributing factors involved in causing injury	2.1 Review relevant information sources to determine contributing factors typically involved in causing injury. 2.2 Observe activities and review if needed. 2.3 Conduct interviews with relevant personnel. 2.4 Review contexts in which the activities are commonly conducted. 2.5 Analyse components and aspects of activities which appear to be associated with greater risk of injury in detail. 2.6 Record data using organisational analytical tools in order to compile inputs to the analysis. 2.7 Determine, validate and record final list of contributing factors involved in injury causation by cross referencing results from all causal analysis activities.
3. Undertake a root cause analysis	3.1 Determine root causes of injury in the activity through further analysis of the final list of contributing factors in the light of contextual information. 3.2 Determine, validate and record list of root causes of injury.
4. Recommend countermeasures	4.1 Identify countermeasures where possible, for each root cause of injury, from available information and subject matter experts. 4.2 Develop countermeasures from first principles, in consultation with subject matter experts, where no proven countermeasure can be identified. 4.3 Prepare written and oral causal analysis report, including details of recommended countermeasures, and deliver to decision

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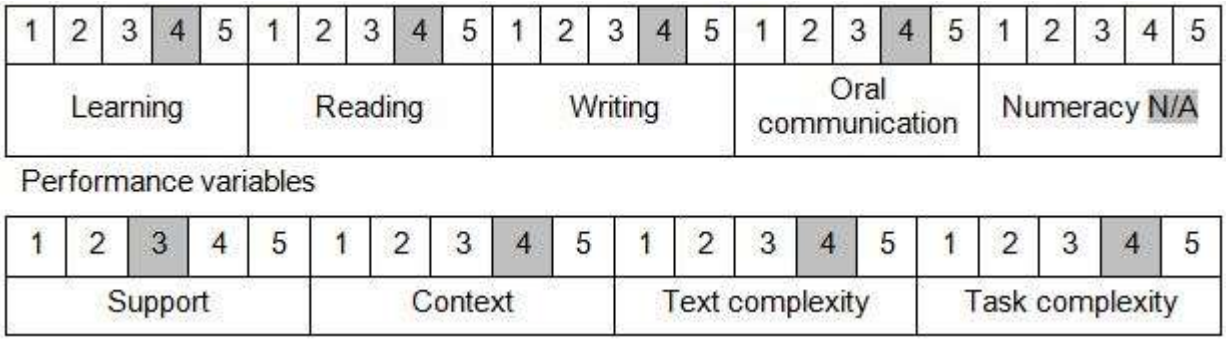
	makers for consideration.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM003B Analyse causes and identify countermeasures for injuries in physical activities.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFGEN009 Analyse causes and identify countermeasures for injuries in physical activities

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- strong communication skills to elicit and convey information through:
  - listening
  - questioning
  - paraphrasing
  - clarifying
  - summarising
- seeking and analysing information
- preparing for a causal analysis
- identifying contributing factors involved in causing injury
- identifying root causes of injury
- recommending countermeasures
- identifying analysis tools and methods appropriate to the workplace
- identifying intervention points for advice to assist in work and to guide problem solving

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- causation models and definitions
- cause and effect diagrams

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- data collection and management procedures
- format of a brief
- format of an oral presentation
- hierarchy of controls
- organisational policies, procedures and guidelines
- organisational structure and function
- safety risk and Haddon's Matrices

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFGEN010 Supervise equity and diversity in the workplace

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEQ002B Supervise equity and diversity in the workplace. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to foster and promote equity and diversity practices in the workplace. The unit requires personnel to identify and access information and support sources related to equity and diversity, to implement equity and diversity programs, and to supervise and monitor equity and diversity processes within the workplace.

This unit applies to those working as team leaders in Defence.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, with supervision responsibilities, performing complex tasks, in a broad range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Access sources of information and assistance related to equity and diversity policies and practices	1.1 Identify sources of information on equity and diversity. 1.2 Access information and support as required.
2. Implement equity and diversity strategies	2.1 Identify equity and diversity strategies and communicate to team members. 2.2 Use training and awareness programs to promote and encourage the benefits of equity and diversity. 2.3 Provide assistance to maximise individual contribution to the attainment of the team objectives. 2.4 Provide feedback on equity and diversity strategies to managers.
3. Supervise and monitor the application of equity and diversity in the team	3.1 Apply processes to resolve grievances and complaints related to equity and diversity. 3.2 Take prompt action to correct inappropriate behaviour in the workplace. 3.3 Compile and forward reports on equity and diversity issues.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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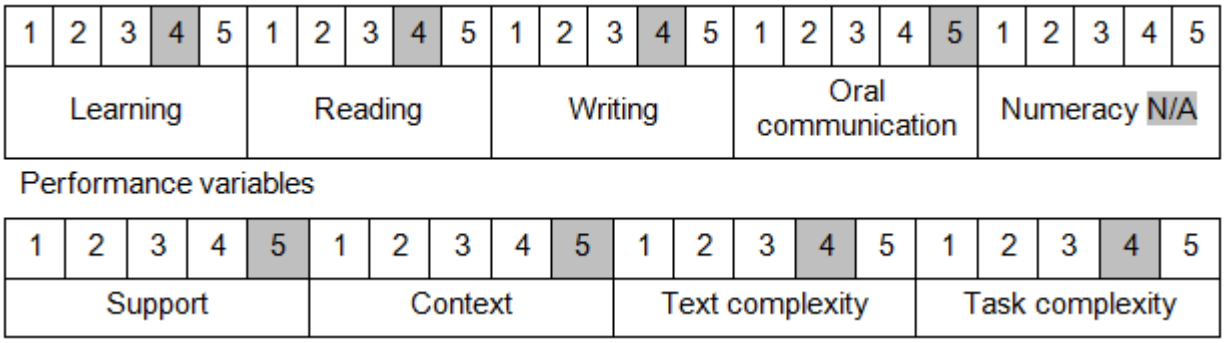
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEQ002B Supervise equity and diversity in the workplace.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFGEN010 Supervise equity and diversity in the workplace

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying equity and diversity legislation and guidelines related to unacceptable behaviour
- writing to the level required to complete workplace forms and reports
- fostering and promoting equity and diversity practices in the workplace through supervising and monitoring equity and diversity processes
- implementing equity and diversity strategies
- resolving grievances and complaints without bias
- taking action to correct inappropriate behaviour

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- equity and diversity legislation, principles, resources, policies and practices
- types of unacceptable behaviour
- composition, roles and responsibilities of team members
- techniques for giving and receiving feedback in a constructive manner
- techniques for supporting others
- verbal and non-verbal communication techniques

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFGEN011 Interpret policy, legislation and regulations

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFRM102B Interpret policy, legislation and regulations. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC added to element 1 • PC 2.2 and 2.3 merged

Application

This unit describes the skills required to interpret information contained in policy, legislation and regulations related to occupational outcomes relevant to the person's work activities.

This unit was developed for Defence personnel but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under indirect supervision, while performing complex tasks, in a range of familiar contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify and analyse information	1.1 Identify relevant policy, legislation and regulations to meet organisation information requirements in accordance with professional standards. 1.2 Obtain and analyse information.
2. Evaluate information	2.1 Interpret the outcome of analysis and determine advice and options. 2.2 Evaluate and record advice against specific criteria.
3. Assess issues and frame solutions	3.1 Assess issues in accordance with professional standards. 3.2 Formulate solutions for specified issues and report to appropriate personnel.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Learning N/A	Reading	Writing	Oral communication	Numeracy N/A

Performance variables

1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Support	Context	Text complexity	Task complexity

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFRM102B Interpret policy, legislation and regulations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFGEN011 Interpret policy, legislation and regulations

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing and evaluating information
- identifying, reading and interpreting relevant information
- liaising with stakeholders
- analysing and formulating relevant policy, legislation and regulations
- reviewing information
- identifying the policies, legislation and regulations that need to be interpreted

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- relevant policies, procedures, legislation and regulations
- specialised information sources

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFGEN012 Provide technical advice

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCM008 Provide technical advice. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.1 and 1.3 wording revised • PC 3.1 and 3.3 merged

Application

This unit describes the skills required to provide technical advice in a Defence context. It includes identifying the issues surrounding the provision of advice and the formulation of options. A person can only provide advice on subject areas for which they have relevant experience and knowledge.

This unit was developed for Defence personnel having to provide expert advice, but may be relevant to others working in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision, while performing complex tasks in a range of contexts. They would use discretion and judgement, and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify and analyse technical issue/s	1.1 Receive, observe, clarify and analyse circumstances that require the provision of advice. 1.2 Identify and confirm issues, if necessary, through consultation with relevant personnel. 1.3 Interpret and define the issue/s. 1.4 Conduct research related to the issue/s and seek advice of relevant personnel to clarify findings that are unclear.
2. Formulate options	2.1 Identify and evaluate options related to the provision of advice. 2.2 Prioritise options and choose the preferred options.
3. Provide advice	3.1 Formulate and provide advice and discuss with stakeholders taking resource constraints and operational requirements into consideration. 3.2 Negotiate and document stakeholder requirements and incorporate within the proposed advice.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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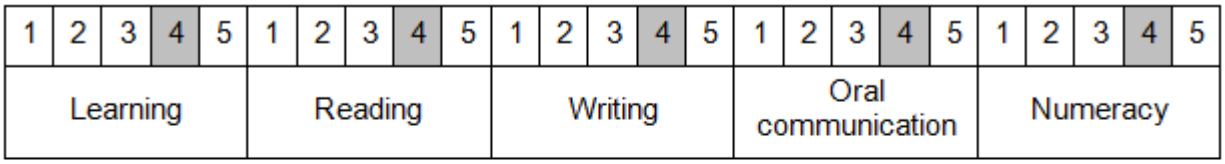
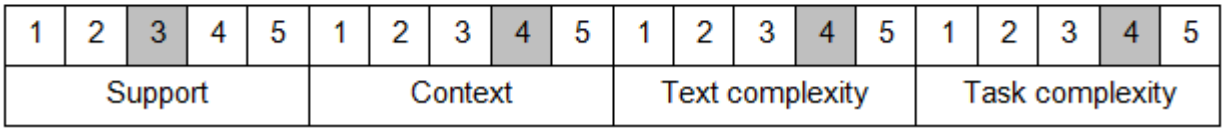
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM008 Provide technical advice.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFGEN012 Provide technical advice

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing and evaluating information
- preparing and presenting written and/or oral reports

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- analysis process
- organisational procedures and standards
- information sources
- research techniques

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFGEN013 Provide Initial Response to Combat Casualty

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to provide the first response to a combat casualty.

This unit was developed for military personnel within an operational zone but may be relevant to others working in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, would use discretion and judgement, and take responsibility for the quality of their outputs. They would perform complex tasks, in a range of unpredictable and sometimes hostile contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.

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1. Assess casualty scene	1.1 Identify, assess and manage immediate and ongoing hazards to health and safety of self and others. 1.2 Assess casualty's condition to determine appropriate response and need for assistance. 1.3 Communicate support requirements.
2. Initiate response to casualty's condition	2.1 Communicate with the casualty to provide reassurance. 2.2 Provide initial response to address casualty's condition in accordance with organisational procedures utilising available resources/equipment. 2.3 Document casualty's condition and treatment. 2.4 Prepare the casualty for evacuation. 2.5 Monitor casualty's condition and undertake ongoing response.
3. Conclude the response	3.1 Conduct hand over to higher qualified medical responders and assist as required. 3.2 Participate in debriefing/evaluation to improve future responses.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicitive of performance:

1 2 3 **4** 5	1 2 3 **4** 5	1 2 3 **4** 5	1 2 3 **4** 5	1 2 3 4 5
Learning	Reading	Writing	Oral communication	Numeracy N/A

Performance variables

1 2 3 **4** 5	1 2 3 4 **5**	1 2 3 **4** 5	1 2 3 **4** 5
Support	Context	Text complexity	Task complexity

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFGEN013 Provide Initial Response to Combat Casualty

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- demonstrating adequate infection control procedures, including standard precautions
- demonstrating the following casualty care procedures for:
- cardiac arrest
- a casualty suffering from shock
- a haemorrhaging casualty
- applying dressings and bandages
- immobilising fractures
- chest, ballistic and abdominal wounds,
- bites and stings
- recording information using accurate terminology to describe medical conditions and treatments

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- principles behind the following casualty care procedures for:
- unconscious casualties
- burns injuries
- eye, head, and crush injuries
- heat and cold illnesses
- anaphylaxis
- drowning and near drowning
- psychological impacts and responses associated with the provision of casualty care

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- relevant organisational policies, procedures and guidelines

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFGEN014 Act as a range safety officer on a permanent range

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCM118B Act as a range safety officer on a permanent range. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 removed

Application

This unit describes the skills required to perform the duties of a range safety officer during the conduct of range practices on permanent ranges. Supervising safety on a permanent range includes safe handling and operation of weapons and ammunition for which the range safety officer has been assessed as qualified to operate.

Range practices are potentially high-risk activities, consequently applying, implementing and supervising safety precautions underpins all aspects of this competency. Ranges may include:

- 25 metre and 100 metre open ranges
- classification range
- mobile training range
- standard 25 metre range
- static mechanical range
- weapons training simulation system

This unit applies to Defence personnel required to perform the duties of a range safety officer, including butts or firing point supervisor, during the conduct of range practices on permanent ranges within a Defence working environment.

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The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, under indirect supervision, use discretion and judgement, and take responsibility for the quality of their outputs. They would perform routine tasks in a range of highly unpredictable contexts

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for range practices	1.1 Identify and apply relevant range regulations, WHS requirements and safety precautions. 1.2 Employ relevant control measures. 1.3 Complete administrative requirements.
2. Supervise safety on a range	2.1 Monitor range to ensure a safe environment. 2.2 Maintain communications with range supervisor. 2.3 Identify unsafe practices and apply corrections. 2.4 Manage incidents in accordance with instructions from supervisor and range regulations.
3. Finalise a range practice	3.1 Refurbish ranges. 3.2 Complete post range practice administration.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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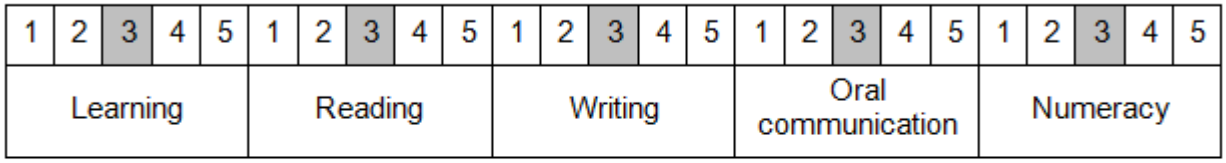
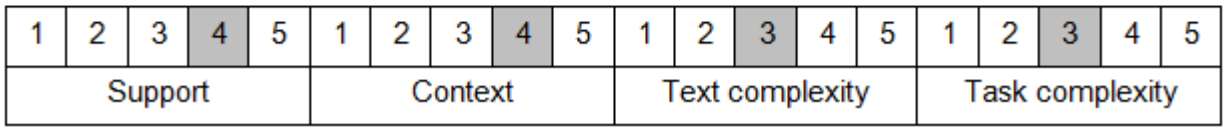
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM118B Act as a range safety officer on a permanent range.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFGEN014 Act as a range safety officer on a permanent range

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- completing documentation
- applying the relevant WHS requirements
- applying weapon and ammunition safety
- operating relevant weapons and ammunition
- using simulation systems
- applying corrective actions in response to:
  - handling ammunition
  - ammunition malfunctions
  - safe operation of weapons
  - weapon malfunctions
  - unauthorised movement
  - injury
  - fatality
  - negligent discharge of weapons

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

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- characteristics, technical capabilities, effects, employment and limitations of relevant weapons, simulation and ammunition
- command, management and leadership principles
- operational safety
- relevant WHS requirements
- risk identification and management

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Competency must be assessed on an actual live firing range. Where possible the assessment should be conducted on a classification range.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFGEN015 Conduct basic range practices on a permanent range

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCM119B Conduct basic range practices on a permanent range. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 and 3.1 removed • Elements 2 and 3 merged

Application

This unit describes the skills required to conduct weapons range practices to support the maintenance of operational readiness in the Australian Defence Force (ADF). This includes the safe and efficient planning and conduct of basic range practices as the Officer in Charge (OIC). Conduct in this instance also includes effectively supervising safety, preparing and finalising range practices using weapons and ammunition for which the OIC is qualified to operate.

Range practices may include:

- 25 metre and 100 metre open ranges
- classification range
- mobile training range
- standard 25 metre range
- static mechanical range
- weapons training simulation system

This unit applies to those working as Defence personnel required to perform the duties of OIC for the conduct of basic range practices within a Defence working environment.

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The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently under indirect supervision, use discretion and judgement, and take responsibility for the quality of their outputs. They would perform routine tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for range practices	1.1 Identify and apply relevant range regulations. 1.2 Identify and employ relevant control measures. 1.3 Complete administrative requirements.
2. Supervise safety on a range	2.1 Supervise safety for relevant weapons and ammunition types. 2.2 Identify and apply safety data. 2.3 Manage incidents in accordance with instructions from supervisor and range instructions. 2.4 Conduct range practice complying with relevant regulations and safety requirements.
3. Finalise a range practice	3.1 Refurbish ranges. 3.2 Complete post range practice administration.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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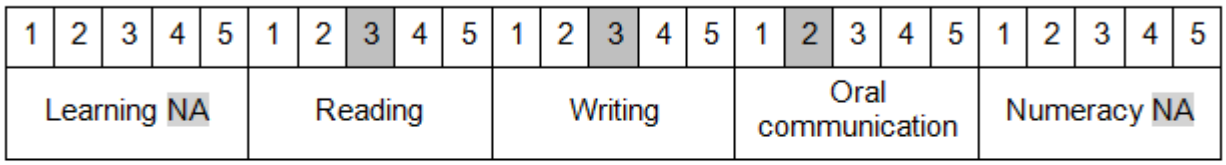
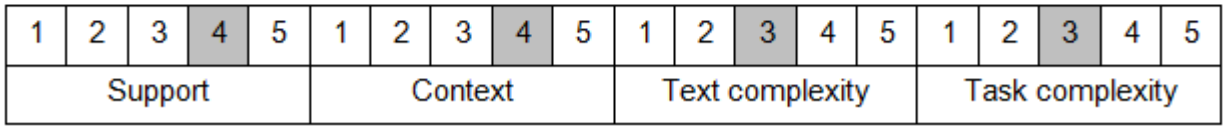
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM119B Conduct basic range practices on a permanent range.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFGEN015 Conduct basic range practices on a permanent range

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying relevant WHS requirements
- applying weapon and ammunition safety
- identifying weapons, complete equipment schedule (CES) and sub calibre devices
- operating relevant weapons and ammunition
- reviewing and understanding range regulations, relevant publications and instructions
- using simulation systems
- conducting the appropriate range practice in a safe and competent manner
- ensuring participants adhere to all words of command, orders and instructions

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of relevant weapons, simulation and ammunition
- command, management and leadership principles
- operational safety
- relevant WHS requirements
- risk identification and management

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessment must confirm the ability to demonstrate evidence of performance on a live firing range.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFGEN016 Administer personnel

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCM306A Administer personnel. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 and 1.9 revised • Element 1 reworded

Application

This unit describes the skills required to administer personnel. The application of this unit in the workplace includes supervising a designated team of personnel in their administration and compliance with organisational administrative policy and procedures. It includes aspects of supervising personnel readiness for work, welfare, entitlements, discipline and competency.

Supervisors may be at the middle to senior line-management level or junior management level. The number of personnel being administered will vary greatly but will usually be ten to thirty personnel.

This unit applies to those leading and managing others in an operational environment where the normal access to a personnel administrative support network is not available.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, with supervising responsibilities. They would perform complex tasks in a range of contexts.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Ensure personnel readiness	1.1 Obtain detailed knowledge of personnel information to enable an appreciation of individual circumstances. 1.2 Access information about readiness requirements from organisational information systems. 1.3 Monitor accessible information to ensure the state of personnel readiness is known. 1.4 Inform personnel of their readiness obligations to the organisation to ensure compliance through self-management. 1.5 Gather and review readiness records and documentation to determine personnel progress with readiness maintenance requirements. 1.6 Plan and implement opportunities to maintain personnel readiness. 1.7 Seek technical advice on readiness policy and procedure to enable administrative actions. 1.8 Report information on personnel readiness to designated authorities including specific information on and strategies planned to address personnel who are ‘not ready’. 1.9 Implement administrative actions for personnel identified as permanently ‘not ready’. 1.10 Identify personnel entitled to readiness waivers by designated authorities. 1.11 Compile and submit waiver documentation for consideration.
2. Administer personnel entitlements	2.1 Obtain and review organisational policies and procedures relevant to personnel entitlements using information systems. 2.2 Identify entitlements against personnel individual circumstances using personnel information. 2.3 Access entitlement application forms to be completed by personnel and provide general instructions and guidance to personnel.

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	2.4 Monitor progress of entitlement applications to ensure timely and efficient handling by the administrative stream of the organisation.
3. Ensure personnel welfare	3.1 Inform personnel of welfare requirements specific to their employment, and of welfare support services available to them. 3.2 Maintain welfare related documentation. 3.3 Respect religious preferences and, where suitable to organisational requirements, facilitate opportunities to participate in religious events.
4. Administer personnel discipline	4.1 Communicate standards of organisational discipline to personnel in order to promote appropriate behaviour and conduct. 4.2 Recognise and respond to behaviour in contradiction of organisational disciplinary standards. 4.3 Take organisational discipline administrative actions in response to significant breaches of organisational policies and procedures or disciplinary standards. 4.4 Counsel personnel to improve behaviour of and compliance with disciplinary standards. 4.5 Monitor own behaviour in order to ensure conduct is in accordance with organisational policies and procedures or disciplinary standards.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

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Unit Mapping Information

This unit supersedes and is equivalent to DEFCM306A Administer personnel.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFGEN016 Administer personnel

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing and compiling complex organisational forms and applications
- analysing and validating information
- conducting interviews to obtain detailed personal information
- transacting a range of administrative actions including:
  - administrative warning
  - notice to show cause
  - pay adjustment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- counselling techniques
- organisational disciplinary standards and laws
- organisational information systems
- organisational personnel entitlements
- organisational readiness requirement specific to individual service
- organisational support
- organisational welfare infrastructure, policy and procedures
- organisational writing standards
- personnel support agencies

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFGEN017 Identify material suitable for publication within Defence

Modification History

Release	Comments
1	This unit was released in DEFTP Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFPR301B Identify material suitable for publication within Defence. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.1 and 2.2 merged • Elements 2 and 3 merged

Application

This unit describes the skills required to identify news, features or other journalistic material for Defence publications, such as services newspapers, magazines and internet sites. The reporter can identify a story through personal initiative or following direction from the editor or sub-editor. Usually information comes from within the organisation, but occasionally material will be provided from external sources.

This unit applies to those working as Defence reporters.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under limited supervision. They would perform complex tasks in known contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify/locate sources for potential stories	1.1 Obtain, read and analyse up to date material about Defence issues and current affairs from a wide variety of sources. 1.2 Maintain and engage with a network of contacts. 1.3 Maintain a library of professional publications. 1.4 Identify and record trends in reader interests. 1.5 Assess information for newsworthiness and likely reader appeal.
2. Identify relevant public affairs objectives	2.1 Identify and factor into planning public affairs objectives/constraints and client needs. 2.2 Identify relevant factors affecting research for stories. 2.3 Identify an approach to the potential story and obtain clearance from the supervisor.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFPR301B Identify material suitable for publication within Defence.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFGEN017 Identify material suitable for publication within Defence

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- making notes from spoken and written sources
- applying communications ethics that are relevant to the audience and organisation

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- command of language structures, registers, vocabulary and idiom required in conversational exchanges
- readers' and organisational interests
- the publication's definition of news
- the types of stories used in Defence publications
- constraints on using information
- Defence issues
- current affairs issues
- a variety of writing genres
- the Standard Operating Procedures of relevant public affairs organisations which influence parent organisation
- ADF public affairs objectives and the characteristics of Defence public affairs organisations
- Defence News Editorial Board guidelines

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- Australian Journalists Association Code of Ethics
- relevant legislation

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFGEN018 Conduct an interview to support written material

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFPR302B Conduct an interview to support written material. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 3.2, 3.3 and 3.4 merged

Application

This unit describes the skills required to plan, prepare and conduct an interview to uncover information for a Defence publication. The unit involves interviewing an individual or a group to gather information to support or produce material for a Defence publication. Interviews can be conducted in person, over the telephone, by email or web cam.

This unit was developed for Defence reporters, but is applicable to anyone working in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would mainly work independently, seeking assistance from superiors when needed. They would perform complex tasks in known contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for the interview	1.1 Research and document background information before the interview. 1.2 Seek guidance from a senior reporter or the editor on the most suitable person to be interviewed. 1.3 Establish time and place for the interview with the subject. 1.4 Set interview objectives and plan questions in advance, taking constraints into consideration. 1.5 Check equipment for serviceability. 1.6 Rectify and report any equipment faults, obtain replacement or take an alternative approach where faults cannot be rectified.
2. Establish interview parameters with subject	2.1 Identify own publication and provide necessary background information to the subject. 2.2 Seek permission to tape the interview from the subject. 2.3 Discuss and agree on relevant interview methods with the subject. 2.4 Discuss and confirm scope and length of the interview with the subject.
3. Conduct an interview	3.1 Tape relevant information about the interview where permission is granted. 3.2 Invite subject to expand key points, to present all relevant material or to clarify matters by asking questions. 3.3 Invite subject to provide information for future stories.
4. Verify information as necessary	4.1 Check and confirm details with the subject after the interview. 4.2 Provide transcript of the interview to the subject to check for factual accuracy. 4.3 Confirm accuracy of the information provided by asking other sources.
5. Archive interview material	5.1 Store interview transcripts as per publication policies. 5.2 Make archived material available only to approved people on request.

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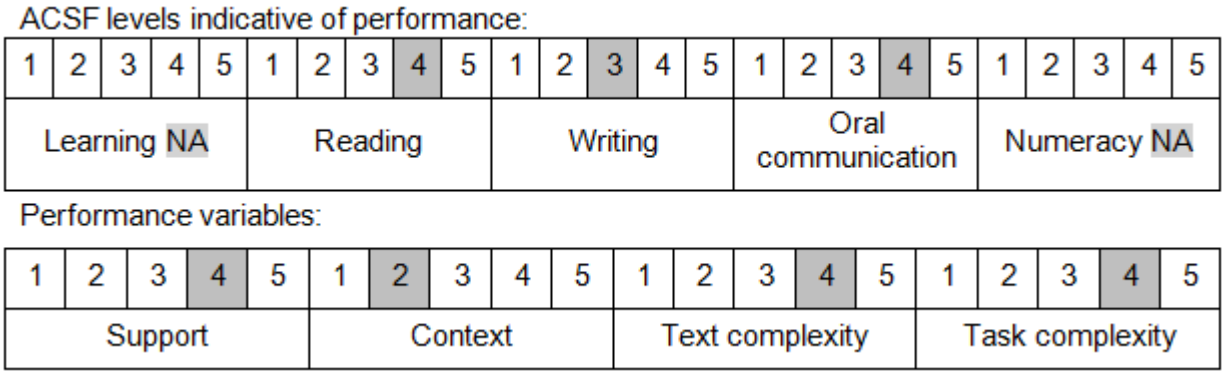
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFPR302B Conduct an interview to support written material.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFGEN018 Conduct an interview to support written material

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- taking notes from spoken and written sources
- developing an interview schedule
- negotiating interview by establishing a supportive environment
- facilitating a formal oral interview, using a range of interactional strategies to establish, develop and maintain a relationship
- exploring issues
- gathering information on a topic
- identifying and sourcing accurate and relevant information for a story
- giving full regard to privacy, defamation, and reporting issues including gender, race, religion and disability

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- command of language structures, registers, vocabulary and idiom required in conversational exchanges
- defence concepts of newsworthy information
- interview techniques
- sources for relevant background information
- when information needs to be checked

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- security classification of information presented during the interview
- ADF public affairs objectives and the characteristics of defence public affairs organisations
- Defence News Editorial Board guidelines
- Australian Journalists Association Code of Ethics
- relevant legislation

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFGEN019 Write material suitable for publication within Defence

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFPR303B Write material suitable for publication within Defence. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.1 and 2.2, and 3.2 and 3.3 merged • Elements 2 and 3 merged

Application

This unit describes the skills required to write news features or other journalistic material for Defence publications. In the most part, information for a Defence publication will come from within the organisation. In some cases however, material will be provided from external sources. News features and other material will generally be published in services newspapers, magazines and on internet sites.

This unit was developed for Defence reporters, but is applicable to anyone working in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would mainly work independently, seeking assistance from superiors when needed. They would perform complex tasks in known contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Draft the story	1.1 Identify key story points and reader specific angles. 1.2 Determine appropriate style and maintain throughout the copy. 1.3 Structure draft story and attribute quotes. 1.4 Comply with organisation's style manual and meet the needs of target audiences when drafting the story.
2. File the story for publication	2.1 Identify, and factor into planning, public affairs objectives/constraints and client needs. 2.2 Clear the story with the subject as appropriate. 2.3 Submit story for proofreading and clearance by the senior reporter and amend accordingly. 2.4 File story after being assessed as publication quality. 2.5 Recognise and meet deadlines.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFPR303B Write material suitable for publication within Defence.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFGEN019 Write material suitable for publication within Defence

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using appropriate information technology and software
- producing stories that are accurate, with minimal possibility of misinterpretation
- producing stories that conform to government and Defence policies
- demonstrating an awareness of current affairs and Defence issues
- applying communications ethics that are relevant to the audience and organisation

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- various types and styles of stories used in Defence publications
- content of the style manual that is relevant to Defence publications
- proofreading and clearance procedures
- standard newspaper proofing symbols
- implications of security, privacy and libel provisions
- Defence public information and security policies
- types of stories
- constraints on using information
- Defence issues
- current affairs issues
- a variety of writing genres

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- standard operating procedures of relevant public affairs organisations which influence parent organisation
- ADF public affairs objectives and the characteristics of Defence public affairs organisations
- relevant legislation
- Defence News Editorial Board guidelines
- Australian Journalists Association Code of Ethics
- when to check, verify and attribute information

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFGEN020 Edit provided copy

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFPR304B Edit provided copy. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 3.5 removed • PC 3.2 & 3.3 merged • PC 1.3 revised

Application

This unit describes the skills required to edit material that is produced by another person or persons for incorporation within a Defence publication. This involves the preparation of a news feature or other journalistic material for a Defence publication, such as services newspapers, magazines and internet sites. The material usually comes from non-reporters within the organisation, but on occasions material will be provided from external sources.

This unit was developed for Defence reporters, but is applicable to anyone working in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work with limited supervision, performing complex tasks in known contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Review provided copy	1.1 Identify and confirm source of the copy with the originator. 1.2 Confirm accuracy and intent of the copy with the originator if necessary. 1.3 Identify newsworthy and public affairs issues relating to the content of the copy. 1.4 Seek advice from a senior reporter or the editor on controversial issues.
2. Edit the material	2.1 Comply with organisation's style manual and consider the needs of target audiences. 2.2 Factor advice and directions from the editor or sub-editor into the edited material. 2.3 Maintain the chosen style consistently throughout the copy, structuring news elements and attributing quotes. 2.4 Identify and factor public affairs objectives and constraints into editing.
3. Proofread the story	3.1 Check and amend any errors of style, grammar, spelling, completeness and factual accuracy. 3.2 Submit the story for proofreading and amend accordingly until compliant with standards. 3.3 Submit the story to the originator and/or the sub-editor or editor for clearance. 3.4 Assess story as publication ready within the required deadlines and file.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy NA					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFPR304B Edit provided copy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFGEN020 Edit provided copy

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using appropriate information technology and software
- adhering to public affairs objectives and maintaining communications ethics at all times
- following clearance procedures

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- how to convert provided material into different types of genres to achieve a purpose
- style manual, ethical standards and clearance procedures
- implications of security, privacy and libel provisions
- ADF public affairs objectives and the characteristics of Defence public affairs organisations
- Defence News Editorial Board guidelines
- Australian Journalists Association Code of Ethics
- relevant legislation

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFGEN021 Take photographs suitable for publication within Defence

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFPR305B Take photographs suitable for publication within Defence. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 3.1 reworded • PC 4.2 revised

Application

This unit describes the skills required to take suitable photographs for incorporation within a Defence publication. This includes basic photographic techniques such as composition, lighting and layout. All Defence reporters are required to take photographs in a variety of formats suitable for publication in a range of publications. Generally the reporter determines the need, type and context of the photographs, but in some cases this will be under direction from senior reporters or the editor.

Reporters either work in a controlled environment where they can manage photographic activity or in an uncontrolled environment where they anticipate a photographic opportunity but cannot identify its exact timing or nature.

This unit was developed for Defence reporters, but is applicable to anyone working in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

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Those undertaking this unit would mainly work independently seeking assistance from superiors when needed. They would perform specific tasks in known contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare to take a photograph	1.1 Identify potential need, type and context of photographs to accompany a story. 1.2 Check photographic equipment for serviceability. 1.3 Rectify and report any equipment faults to appropriate personnel, or obtain replacement equipment, or take an alternative approach. 1.4 Assess and determine most appropriate way to get the photograph. 1.5 Seek permission to take the photograph from relevant Defence personnel. 1.6 Explain context of the proposed photograph to the subject to gain willing cooperation and permission. 1.7 Identify and factor operational, security, safety and other considerations affecting taking photographs into planning. 1.8 Detail and record captions.
2. Take a photograph	2.1 Prepare photographic equipment and select correct technical settings. 2.2 Brief subjects on proceedings. 2.3 Set up photographic sequence, compose and take the photograph. 2.4 Produce photographs of a high quality illustrating stories and suitable for commercial reproduction.
3. Arrange for processing of photographs	3.1 Retrieve images. 3.2 Make arrangements for photographs to be developed, scanned or otherwise made ready for publication.
4. Transmit photographs	4.1 Select most suitable means for transmitting photographs. 4.2 Forward photographs for publication.

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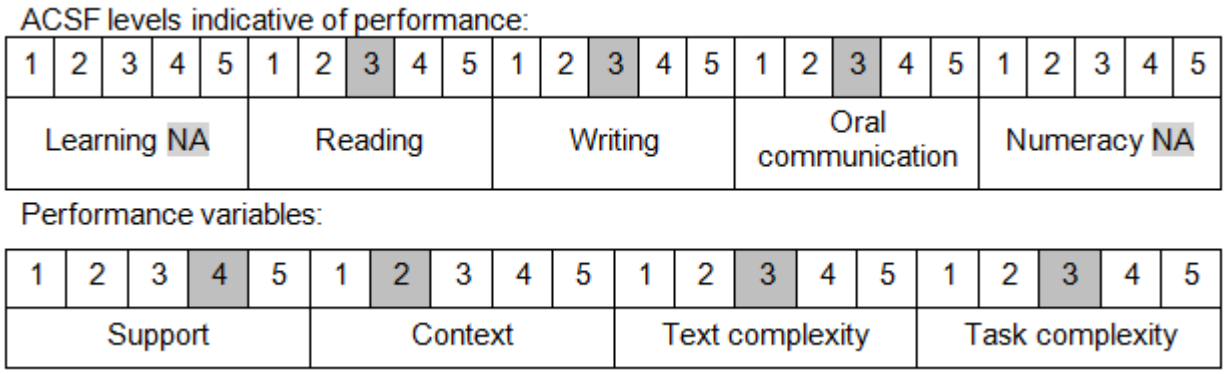
	4.3 Maintain record of transmission.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFPR305B Take photographs suitable for publication within Defence.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFGEN021 Take photographs suitable for publication within Defence

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using in-service cameras
- identifying newsworthy opportunities
- identifying and taking photographs in a manner, particularly in a field operation, that does not place themselves or others in danger
- demonstrating an awareness of current affairs and Defence issues

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- photograph newsworthiness
- types of photographs publications prefer for particular stories
- technical photographic knowledge
- characteristics and capabilities of in-service cameras
- ADF public affairs objectives and the characteristics of Defence public affairs organisations
- Defence News Editorial Board guidelines
- Australian Journalists Association Code of Ethics
- relevant legislation
- code of behaviour
- professional code of practice

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- range of operational situations
- role and responsibility of photographer

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFGEN022 Obtain images suitable for publication within Defence

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFPR306B Obtain images suitable for publication within Defence. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.1 and 2.2, and 3.3 and 3.4 merged • PC 3.2 revised • Elements 2 and 3 merged

Application

This unit describes the skills required to locate and obtain suitable images for incorporation within a Defence publication. Generally the reporter determines the need, type and context of the image, but in some cases this will be under direction from senior reporters or the editor. Reporters usually work in a controlled environment where they can manage image collection activity. This unit covers image management and manipulation to specific standards required for publication in a variety of Defence publications.

This unit was developed for Defence reporters, but is applicable to anyone working in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would mainly work independently, seeking assistance from superiors when needed. They would perform specific tasks in known contexts.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify/locate sources for potential images	1.1 Seek direction from the senior reporter or editor on the specific requirements as to image type and style. 1.2 Establish and maintain a network of image sources. 1.3 Maintain a library of professional publications. 1.4 Identify and record trends in reader interests. 1.5 Assess images for newsworthiness and likely reader appeal or for suitability or relevance to the story or theme being illustrated. 1.6 Detail and record captions.
2. Manage sourced images	2.1 Identify and factor into planning public affairs objectives/constraints and client needs. 2.2 File and manage sourced images to preserve their value and usefulness in the short and long term. 2.3 Return images to the source if requested. 2.4 Package and handle images with due deference to their value to the owner. 2.5 Seek authorisation in advance to pay a fee for sourced images and process if authorised.
3. Manipulate sourced images	3.1 Convert hard copy images to electronic format before publication. 3.2 Apply colour corrections, dots per inch and relevant adjustments to electronic files.

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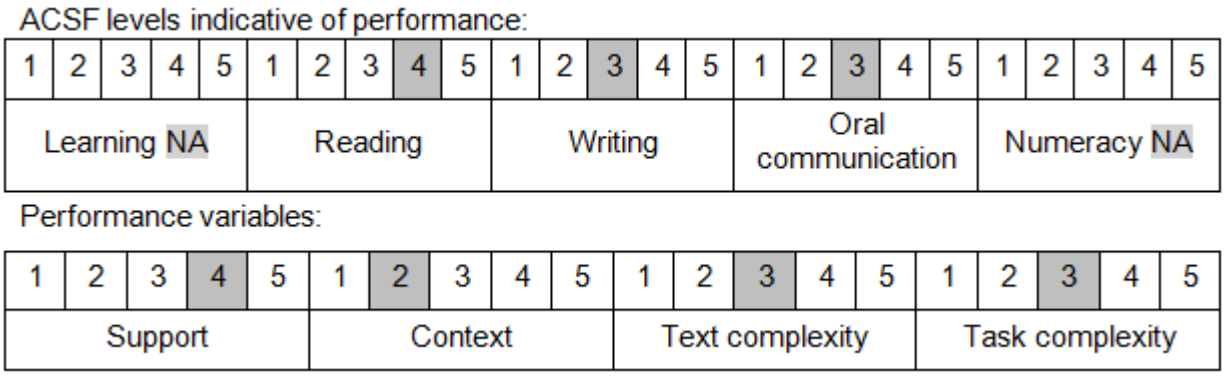
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFPR306B Obtain images suitable for publication within Defence.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFGEN022 Obtain images suitable for publication within Defence

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- demonstrating an awareness of current affairs, Defence issues and public relations objectives

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- image newsworthiness
- types of image publications prefer for particular stories
- technical photographic knowledge
- use of computers and specialist software to manipulate images in electronic format
- ADF public affairs objectives and the characteristics of Defence public affairs organisations
- Defence News Editorial Board guidelines
- Australian Journalists Association Code of Ethics
- relevant legislation

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFGEN023 Capture video images

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFPA009 Capture video images. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.2 and 1.3 merged

Application

This unit describes the skills required to set up and operate a video camera and associated equipment required to capture video images. The capture of video images includes the selection of the appropriate equipment and software and the capture of specific video images required for Defence purposes. The capture of these video images may occur under operational conditions; however, the unit does not include specific operational settings.

This unit was developed for Defence personnel who are involved in the capture of video images required for public affairs and other Defence purposes, but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under indirect supervision, while performing specific tasks in a broad range of contexts. They must be able to use discretion and judgement and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Select and prepare video camera equipment and materials	1.1 Identify and confirm video camera and equipment for the task. 1.2 Inspect video camera and equipment to identify possible operational or physical failure and charge batteries. 1.3 Report and record faulty or damaged equipment.
2. Test all operational aspects of the camera	2.1 Test video camera and equipment and check equipment is fit for purpose. 2.2 Check the functions of the video camera to achieve the required result. 2.3 Load recording media for the task.
3. Operate the video camera	3.1 Consider video camera shots and angles to achieve desired result in accordance with specified requirements. 3.2 Ensure video camera movement is steady and smooth to achieve desired result. 3.3 Adjust and move video camera and equipment to achieve desired result. 3.4 Remove, edit and transmit recording media to appropriate authorities.
4. Clean, maintain and store video camera and equipment	4.1 Clean, maintain and assemble video camera and equipment. 4.2 Update video camera and equipment records. 4.3 Recover and store video camera and equipment and make ready for future use.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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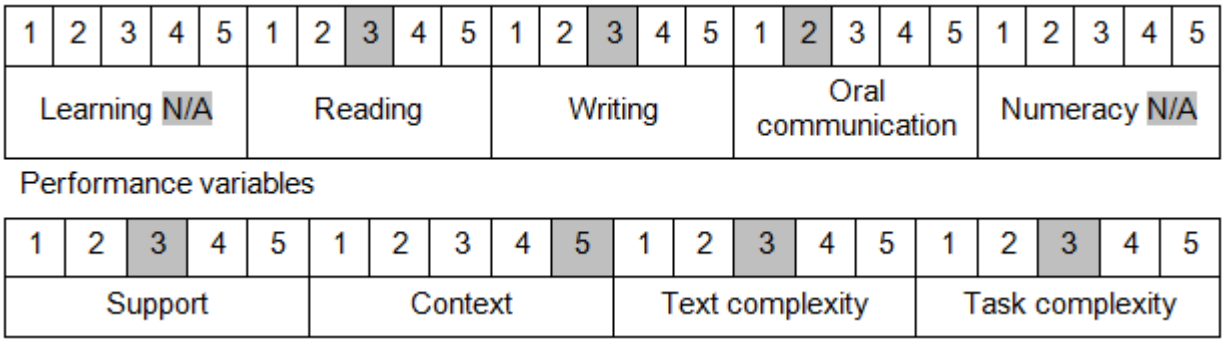
ACSF levels indicative of performance:



Performance variables

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFPA009 Capture video images.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFGEN023 Capture video images

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- operating a video camera and associated equipment
- inspecting, testing, cleaning and maintaining video camera and equipment
- using cleaning agents and chemicals

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- video cameras and operational functions
- concepts of video camera maintenance and appropriate cleaning techniques and cleaning materials
- types and differences and compatibility of recording media to equipment
- management of recording media stocks, storage and handling
- safe working practices

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFGEN024 Supervise engineering and logistic tasks

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to supervise a team involved in engineering and logistic tasks. It includes planning the task, applying safety precautions, identifying requirements and resources, and supervising the performance of the task.

This unit applies to those supervising a team activity requiring engineering and logistic tasks.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would supervise small teams, using discretion and judgement and taking responsibility for the quality of their outputs. They would perform specific tasks in a range of contexts that could be unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.

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1. Identify task requirements and allocated resources	1.1 Receive task requirements and determine constraints imposed and any special requirements. 1.2 Identify doctrine, policies and procedures applying to the task. 1.3 Analyse the task to identify issues of concern and shortfalls. 1.4 Report identified concerns and shortfalls to the chain of command.
2. Plan and prepare for task	2.1 Plan method of performing the task, including contingency arrangements. 2.2 Identify personnel to be employed in the process, and ensure they are competent for the task. 2.3 Acquire resources required for the task, such as materials, drawings, work procedures and other documentation. 2.4 Assess resources for suitability and report defects/shortfalls. 2.5 Conduct task briefings.
3. Supervise task	3.1 Oversee observance of appropriate operational and WHS requirements/safety precautions. 3.2 Ensure efficiency in performance and mission is achieved. 3.3 Ascertain support requirements and either provide or request. 3.4 Refer issues that cannot be resolved to the chain of command.
4. Finalise task	4.1 Refurbish task area, tools, materials and equipment. 4.2 Complete documentation associated with the task.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	**3**	4	5	1	2	3	**4**	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA					

Performance variables:

1	2	3	**4**	5	1	2	3	**4**	5	1	2	**3**	4	5	1	2	**3**	4	5
Support					Context					Text complexity					Task complexity				

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFGEN024 Supervise engineering and logistic tasks

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- allocating appropriate resources
- directing, briefing, coordinating and monitoring personnel
- providing reports and documentation
- interacting effectively with stakeholders

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- activities in the task to be performed
- characteristics, technical capabilities, effects, employment and limitations of equipment associated with the task
- command and control procedures
- personnel skill requirements for each activity within the task
- reporting requirements and procedures associated with the task

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFGEN025 Control engineering and logistic processes

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to control teams involved in engineering and logistic operations. It includes planning the task, applying safety precautions, identifying requirements and resources, and controlling the operation.

This unit applies to those required to control a number of work teams involved in engineering and logistic operations, for example, a controller of explosive ordnance operations.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit will have some authority and influence in the chain of command/authority, being capable of independent decision making, requiring only routine supervision. They would perform complex tasks in a broad range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.

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1. Identify operational requirements and allocated resources	1.1 Allocate tasks and resources and determine constraints imposed and any special requirements. 1.2 Identify doctrine, policies and procedures applying to the task. 1.3 Analyse the task to identify issues of concern and shortfalls. 1.4 Report identified concerns and shortfalls to the chain of command.
2. Plan for operation	2.1 Plan method of performing the operation including contingency arrangements. 2.2 Acquire resources required for the task, such as facilities, tools, equipment, materials, drawings, work procedures and other documentation. 2.3 Assess resources for suitability and report defects/shortfalls. 2.4 Brief team supervisors on the plan.
3. Control the operation	3.1 Monitor operation to ensure efficiency of performance and objectives are achieved. 3.2 Coordinate operations and allocate resources to meet requirements. 3.3 Liaise with and coordinate stakeholders. 3.4 Ascertain and address support requirements. 3.5 Refer issues that cannot be resolved to the chain of command.
4. Conclude processes	4.1 Refurbish task area, tools, materials and equipment. 4.2 Debrief supervisors on the performance of their processes. 4.3 Complete documentation associated with the task.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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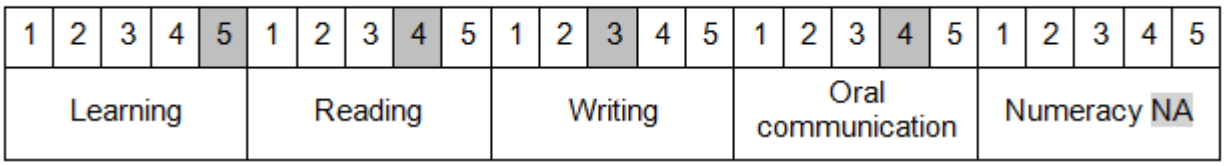
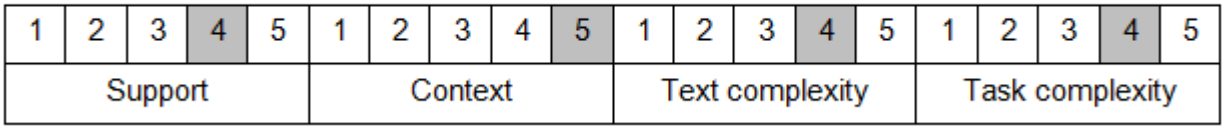
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFGEN025 Control engineering and logistic processes

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- allocating appropriate resources
- directing, briefing, coordinating and monitoring personnel
- providing reports and appropriate documentation

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- characteristics, technical capabilities, effects, employment and limitations of equipment
- operation to be performed
- material, personnel skills and other requirements for the operations
- operational environment
- reporting requirements and procedures associated with the operations

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFGEN026 Manage engineering and logistic operations

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to plan and manage engineering and logistic operations. It involves developing and delivering orders and instructions, identifying the application of legislative requirements, coordinating multiple activities and providing debriefing, reports and appropriate documentation associated with the operations.

This unit applies to those required to manage a number of engineering and logistic processes, such as a manager of explosive ordnance operations.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit will have some autonomy of action, may delegate authority to subordinates and will be capable of independent decision making, requiring no supervision. They would perform complex tasks in a broad range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used,

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	further information is detailed in the range of conditions section.
1. Identify operational requirements and feasibility	1.1 Allocate operational requirements and determine constraints imposed and any special requirements. 1.2 Identify doctrine, policies and procedures applying to the operation. 1.3 Assess feasibility of the operations to be undertaken, identifying areas of coordination and impact on others and identify issues of concern and shortfalls. 1.4 Report identified concerns and shortfalls to the chain of command.
2. Plan and prepare for conduct of operations	2.1 Plan method of conducting operations, including contingency arrangements. 2.2 Acquire resources required for the task, such as facilities, tools, equipment, materials, drawings, work procedures and other documentation. 2.3 Adjust plans and schedules in accordance with available resources 2.4 Assess resources for suitability and report defects/shortfalls. 2.5 Ensure finances are available for the operation. 2.6 Confirm staffing requirements and, if required, develop and implement a recruiting plan. 2.7 Finalise, authorise and distribute plan.
3. Manage operations	3.1 Brief the task controllers on the planned activity which will included details such as their mission, tasks, resources production requirements, and delegated authority. 3.2 Manage and monitor operations to ensure efficiency of performance, quality of production and objectives are achieved. 3.3 Modify plans during the operation to reflect changing circumstances, such as changes to requirements in effort, resources and support. 3.4 Coordinate operations, reallocating/adjusting resources to meet operational requirements. 3.5 Liaise with stakeholders throughout the operation ensuring feedback and performance are addressed. 3.6 Ascertain support requirements and either provide or request. 3.7 Refer issues that cannot be resolved to the chain of command.
4. Conclude operations	4.1 Coordinate the refurbishment of the task area, tools, materials and equipment. 4.2 Debrief controllers on the conduct of the operation. 4.3 Complete documentation associated with the operation.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFGEN026 Manage engineering and logistic operations

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- allocating appropriate resources
- directing, briefing, coordinating and monitoring personnel
- providing reports and appropriate documentation

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- characteristics, technical capabilities, effects, employment and limitations of equipment
- material, personnel skills and other requirements of the operational environment
- reporting requirements and procedures associated with the operations

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFGEN027 Manage equity and diversity

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFEQ003 Manage equity and diversity. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to manage equity and diversity. Individuals will contribute to, implement and review equity and diversity programs in their workplace; encourage the development of their workforce; and communicate and display the values of the equity and diversity principles to their workforce.

This unit applies to those working as commanders, managers and equity advisers in Defence.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously while performing sophisticated tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Contribute to the development, implementation and review of equity and diversity strategies	1.1 Identify equity and diversity issues in the workplace. 1.2 Develop equity and diversity strategies in consultation with stakeholders, including people from key equity groups and the organisation's clients. 1.3 Promote strategies within the organisation. 1.4 Incorporate achievable reporting and feedback processes into strategies. 1.5 Monitor and review effectiveness and efficiency of strategies. 1.6 Identify and act upon recommendations for enhancements.
2. Facilitate the development of a workforce that promotes and values equity and diversity	2.1 Identify and model benefits of a diverse workforce and communicate them to those working within the organisation. 2.2 Develop and adopt initiatives and resources to advance the position of equity and diversity groups within the organisation. 2.3 Identify and utilise diversity factors associated with individuals to address business needs. 2.4 Utilise diversity training and awareness programs to promote and encourage the benefits of a diverse workforce. 2.5 Provide assistance to maximise individual contribution to the attainment of the organisations objectives. 2.6 Apply strategies to resolve grievance and complaints and to maximise the benefits obtained through a diverse workforce.
3. Communicate with a diverse workforce	3.1 Identify and address language and literacy issues to facilitate full participation of all members in work and development activities. 3.2 Identify target audience and tailor communications strategies. 3.3 Employ a range of communication strategies to meet the needs of a diverse workforce base. 3.4 Identify and utilise resources to facilitate effective communication within the workplace.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFEQ003 Manage equity and diversity.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFGEN027 Manage equity and diversity

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- interpreting equity and diversity legislation
- managing equity and diversity principles, policies and practices
- applying the guidelines related to unacceptable behaviour
- managing cross cultural communications
- facilitating group discussion
- encouraging the development of the workforce
- resolving grievance and complaints

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- equity and diversity legislation
- defence equity and diversity policies and practices
- equity and diversity principles
- equity and diversity resources
- change management
- code of behaviour
- professional codes of practice

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFGEN028 Assist in managing production processes

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to assist in the routine operations involved in the production of a Defence news publication.

It includes analysing and interpreting incoming material for newsworthiness and distributing the material for response from the relevant sectors within Defence.

This unit applies to reporters who are required to be involved in the day-to-day operation of a unit that has responsibility for the production of Defence publications, such as services newspapers, magazines and internet sites. All reporters will be involved with this activity on an asneeds basis; this competency is required by all Defence reporters.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit act in a broad range of contexts under limited supervision as part of a team, and perform specific tasks. Assistance and direction from senior reporters or editors would be provided.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

General

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Manage incoming material**	**1.1** Collect and record incoming material
		1.2 Make an assessment of new material to determine its newsworthiness and make recommendations to the editor
		1.3 Classify and archive material of potential value for future reference in accordance with operational procedures
2	**Assist in managing daily operations**	**2.1** Register letters to the editor and forward to the relevant personnel for response
		2.2 Complete production tasks as directed by supervisor in accordance with organisational procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFPR307B Assist in managing production processes.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFGEN028 Assist in managing production processes

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying safety, legislative and statutory requirements
- assessing and making a fair and impartial judgement about the newsworthiness of material with full consideration of Defence public affairs objectives and communications ethics relevant to the audience and organisation
- assisting in managing daily news publication operations
- composing factual news publication information into a story
- managing incoming news publication material
- prioritising news publication information for relevance and accuracy
- relating effectively with contributors and stakeholders
- responding to readers' letters.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- Australian Defence Force public affairs objectives and the characteristics of Defence public affairs organisations
- Australian journalists' association code of ethics
- Defence news editorial board guidelines, and publishing procedures and deadlines
- news publications and the types of stories relevant for Defence publications
- reader and organisational interests
- relevant legislation
- relevant public affairs organisational policies and procedures
- security requirements, conditions on reporting sensitive issues, Defence issues, current affairs issues
- standard news production tasks and processes.

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Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in a range of workplace operational situations, with particular emphasis placed on the assessment of a variety of incoming material and recommendations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- an office with operational conditions or a simulated environment that re-creates realistic office and operational scenarios in a wide range of situations that may be encountered by a Defence reporter
- relevant and appropriate materials, tools and equipment currently used in industry
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFGEN029 Lead successful workplace relations

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit describes the skills required to develop and maintain successful working relationships in the Defence environment.

This unit applies to those working in a management and leadership role in Defence.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to financial management.

Those undertaking this unit would work independently or as part of a team, under indirect supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs. They would perform complex tasks in familiar context.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

General

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Manage ideas and	**1.1** Ensure strategies and processes are in place to

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	information		communicate information to all co-workers
		1.2	Develop and implement consultation processes to ensure that colleagues have the opportunity to contribute to issues related to their work role
		1.3	Facilitate feedback to colleagues on outcomes of the consultation processes
		1.4	Develop and implement processes to ensure that issues raised are resolved promptly or referred to relevant personnel
2	**Establish systems to develop trust and confidence**	**2.1**	Establish and implement processes to ensure that the organisation's cultural diversity and ethical values are adhered to
		2.2	Gain and maintain the trust and confidence of colleagues and external contacts through professional conduct
		2.3	Adjust own interpersonal communication style to meet the organisation's cultural diversity and ethical environment
3	**Manage the development and maintenance of networks and relationships**	**3.1**	Use networks to build workplace relationships providing identifiable outcomes for the team and the organisation
		3.2	Conduct ongoing planning to ensure that effective internal and external workplace relationships are developed and maintained
4	**Foster cooperation between teams**	**4.1**	Identify teams or individuals where cooperation would enhance work outcomes
		4.2	Discuss areas where greater cooperation would yield benefits
		4.3	Agree to and implement strategies to achieve greater cooperation in these areas
5	**Manage difficulties to achieve positive outcomes**	**5.1**	Develop and implement strategies to ensure that difficulties in workplace relationships are identified and resolved
		5.2	Establish processes and systems to ensure that conflict is identified and managed constructively
		5.3	Provide guidance, counselling and support to assist

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co-workers in resolving their work difficulties

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFGEN029 Lead successful workplace relations

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- accessing and analysing information to achieve planned outcomes
- adjusting interpersonal style and communications to respond to cultural and social diversity
- applying relationship management and communication skills with a range of people that:
  - demonstrate integrity, respect, empathy and cultural sensitivity and promote trust
  - forge effective relationships with internal and/or external people and help to maintain these networks
  - encourage participation and foster contribution of and respect for ideas and feedback
  - provide support to colleagues to resolve difficulties
- applying techniques for resolving problems and conflicts and dealing with poor performance within organisational and legislative requirements
- consulting and providing advice on complex issues
- implementing policy and procedural changes
- managing stakeholder relationships
- reviewing and improving workplace outcomes in consultation with relevant personnel
- researching complex issues.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- Commonwealth policies impacting on own role
- how to monitor, analyse and introduce ways to improve work relationships
- how work relationships, and the cultural and social environment, can support or hinder achieving planned outcomes
- key internal and external stakeholders
- methods and techniques for communicating information and ideas to a range of stakeholders
- methods to resolve workplace conflict
- methods to manage poor work performance
- policies and procedures impacting on own role

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- problem solving methods
- techniques for developing positive work relationships and building trust and confidence in a team including interpersonal styles, communications, consultation, cultural and social sensitivity, networking
- the impact of legislation and organisational policies on workplace relationships
- strategic priorities or activities affecting the organisation.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- acceptable means of simulated assessment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFGEN307 Maintain logistic support in an adverse environment

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to maintain the delivery of logistics in an adverse environment.

It includes preparing for logistics operations in an adverse environment, and protecting logistics road movement and site.

An adverse environment typically involves threats and armed conflict.

This unit applies to logistics persons who have a responsibility to organise and manage the delivery of logistic support in an adverse environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Typically, persons undertaking this unit work independently or as part of a team under direct and/or indirect supervision, use discretion and judgement, undertake complex tasks and take responsibility for the quality of their specialised outputs.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

General

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Prepare for logistics operations in an adverse environment**	**1.1** Source and analyse intelligence to define the environment in which logistic support is to be provided, in accordance with organisational procedures
		1.2 Identify adverse circumstances that could negatively impact on the delivery of logistic support
		1.3 Analyse and assess adverse circumstances for their potential for occurrence and subsequent consequence to logistics operations
		1.4 Develop and integrate risk management control measures into planning considerations
		1.5 Integrate risk management control measures into logistics operations and communicate to all relevant logistics elements
2	**Protect a logistics site**	**2.1** Plan protection of logistics site taking into account the technical requirements of delivering service support and siting requirements
		2.2 Liaise with other logistics organisations to establish shared responsibilities and mutual support arrangements
		2.3 Select and integrate protective control measures into protection plan
		2.4 Develop and communicate protection plan to all relevant personnel in accordance with organisational procedures
3	**Protect logistics road movement**	**3.1** Oversee and monitor road movement vehicle preparation to ensure vehicles are prepared for movement through an adverse environment
		3.2 Liaise with vehicle escorts, as required, to establish common protocols for the road movement protection plan, communications arrangements and actions to be taken by personnel in adverse circumstances
		3.3 Apply convoy protection control measures during road movement in accordance with organisational procedures and protection plan
		3.4 Respond to emergency or threatening situations in accordance with organisational procedures and

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protection plan

3.5 Maintain communication links with the control centre and within the road convoy during road movement, as required, in accordance with agreed protocols

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFCM307A Maintain logistic support in an adverse environment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFGEN307 Maintain logistic support in an adverse environment

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- adapting to plans during implementation to suit the changing nature of the environment and operation
- planning and preparing processes to develop suitable logistics courses of action in an adverse environment
- applying relevant legislation and organisational policies and procedures
- communicating instructions to implement protection plans and tasks
- developing protection plan and relevant control measures
- drafting and releasing complex forms of written communication
- employing strategies to protect logistics personnel and equipment when stationary and when moving by road
- identifying adverse circumstances accurately within the logistics operating environment
- identifying, interpreting and analysing risk assessment requirements relevant to work being performed
- liaising with other agencies to integrate protection plan
- planning and coordinating vehicle road movement
- protecting logistics site and road movements.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- adverse circumstances, hazard and protection plan control measures
- convoy protection control measures and protocols
- escorts for relevant vehicles including:
  - aircraft
  - armed helicopters
  - armed road vehicles
  - emergency services vehicles
  - police vehicles

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- emergency or threatening situations
- functional and technical siting requirements of specialist logistics elements
- interrelationship between specialist logistics elements within an integrated logistics team
- logistics elements including:
  - catering
  - health
  - maintenance
  - supply
  - transport
- logistics planning processes and support concepts
- protective measures in a Defence environment
- protective siting requirements of logistics elements
- regulatory, technical and industry standards, and organisational policies and procedures as they relate to logistics
- risk management control measures for deployed logistics elements.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- equipment used to conduct logistics operations in an adverse environment
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including organisational policies, procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFGEN308 Provide specialist technical regulatory framework advice

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to provide specialist advice related to the technical regulatory framework.

It includes identifying complex issues, providing technical advice, formulating options and selecting the preferred option to address identified issues. It specifically addresses advice that is relevant to technical regulatory framework activity and is not intended to cover technical advice that is provided in a broader context of the organisational endeavour or a professional discipline.

This unit applies to technical regulatory framework specialists working in Defence materiel logistics but is applicable to any persons in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Typically, persons undertaking this unit work independently or as part of a team under direct and indirect supervision, use discretion and judgement, and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

General

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Identify and analyse issue/s	**1.1** Observe, receive and clarify circumstances that require provision of advice relating to the technical regulatory framework
	1.2 Identify and confirm issues, as required, through consultation with relevant personnel
	1.3 Analyse circumstances, and interpret and clearly define issue/s in accordance with task requirements
	1.4 Conduct research related to issue/s and seek advice of relevant personnel to clarify unclear findings
	1.5 Document research outcomes and feedback received from relevant personnel, in accordance with operational procedures
2 Formulate options for technical regulatory framework advice	**2.1** Identify and evaluate appropriate options related to the provision of advice
	2.2 Prioritise identified options and make recommendations in accordance with task requirements and regulatory framework
3 Provide specialist technical regulatory framework advice	**3.1** Finalise draft advice and discuss with relevant stakeholders in accordance with organisational policies
	3.2 Negotiate, document and incorporate stakeholder requirements within proposed advice
	3.3 Report finalised advice in accordance with ethical and practical guidelines and within specified resource constraints

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFCM308A Provide specialist technical regulatory framework advice.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFGEN308 Provide specialist technical regulatory framework advice

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- analysing and evaluating information
- applying relevant legislation, regulations, statutory requirements and organisational policies and procedures
- communicating effectively with colleagues and stakeholders
- conducting research into identified issues and identifying relevant information
- formulating and prioritising options for technical regulatory framework advice, and selecting the most appropriate option
- identifying and analysing issue/s surrounding the provision of advice
- identifying, interpreting and analysing risk assessment requirements relevant to work being performed
- preparing and presenting advice reports
- providing specialist technical regulatory framework advice.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- analysis process
- configuration management
- ethical and practical guidelines
- integrated logistic support
- relevant organisational policies, procedures, guidelines and industry standards
- product knowledge related to systems and/or equipment in service in the organisation
- professional codes of practice
- relevant research techniques and information sources
- specialist technical regulatory framework advice and protocols.

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Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools and equipment currently used in industry
- applicable documentation including organisational policies, protocols, procedures, regulations, guidelines, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFGEN310 Establish technical risk management systems

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to manage the factors that might adversely affect the technical integrity of the organisation's materiel, program and organisational outcomes.

It includes directing the planning and management of technical risks, managing risks to the risk management plan requirements, and assessing technical risk management outcomes associated with materiel. It also includes developing and establishing a technical risk management strategy.

This unit applies to technical regulatory framework specialists working in Defence materiel logistics but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Typically, persons undertaking this unit work independently or as part of a team under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

General

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Direct planning of technical risk management	**1.1** Direct potential, perceived and actual technical risks for identification, documentation and analysis, in consultation with managers and relevant stakeholders, as the basis for technical risk management planning
	1.2 Select and modify risk management methods, techniques and tools for managers to analyse information, evaluate options and determine preferred risk approaches within the overall organisational environment
	1.3 Direct the development, communication and implementation of risk management plans and strategies to ensure clarity of business objectives in accordance with technical regulatory framework requirements
	1.4 Identify, develop and maintain the technical risk management system to enable effective management and communication of technical risk activities and outcomes, responses and results to relevant stakeholders
2 Direct management of technical risk and manage technical risk	**2.1** Manage technical risk in accordance with agreed risk management plans and organisational procedures
	2.2 Review progress, analyse variance and initiate risk responses to achieve objectives in changing environments
	2.3 Identify and assign risk levels to planned technical outcomes to facilitate monitoring and authorisation of remedial actions
3 Assess technical risk management systems	**3.1** Review and analyse technical risk management outcomes to assess the effectiveness of the risk management plan in maintaining the integrity of materiel
	3.2 Aggregate and report lessons learned for feedback to managers and senior management for strategic review and future planning

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of

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competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFCM310A Establish technical risk management systems.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFGEN310 Establish technical risk management systems

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- analysing data and information
- applying legislative, regulatory and organisational policies and procedures
- applying technical risk management and organisational procedures
- applying, monitoring and reporting on relevant implementation processes
- assessing technical risk management systems
- identifying, interpreting and analysing risk assessment requirements relevant to work being performed
- interpreting organisational role relevant to technical risk management plans
- modifying activities for variations in workplace context and environment
- planning and determining technical risk management plans
- planning, directing and managing technical risk
- working and communicating effectively with relevant stakeholders.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- implementation processes
- monitoring processes
- relevant legislation, regulations and organisational policies, guidance and procedures
- relevant risk management methodologies, capabilities, limitations, applicability and outcomes
- relevant technical risk management context in the materiel life cycle and other risk management functions
- relevant work content, risk, processes, tools and techniques that apply in the various phases of the materiel life cycle and the program cycle, and how these relate to business cycles, particularly financial cycles
- role of the technical regulatory framework and the organisation’s risk management plan.

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Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including relevant:
  - information about technical risk management systems and requirements
  - legislation, guidelines, procedures and protocols
  - operational plans
  - documentation
  - workplace procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFGEN311 Implement and manage technical risk management

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to manage risk within the organisation's environment in order to avoid adverse effects on the technical integrity of the organisation's materiel.

It includes determining, monitoring and controlling risks, and assessing technical risk management outcomes.

This unit applies to technical regulatory framework specialists working in Defence materiel logistics but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Typically, persons undertaking this unit work independently or as part of a team under direct and/or indirect supervision, use discretion and judgement, undertake complex tasks and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

General

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Determine risks	**1.1** Identify, document and analyse technical risks as a basis for risk planning, in consultation with relevant stakeholders and higher technical/engineering authorities
	1.2 Use established risk management techniques and tools to analyse risks and assess options, in accordance with delegated technical authority
	1.3 Recommend preferred risk approaches to relevant authority to meet task requirements, in accordance with delegated technical authority and organisational procedures
	1.4 Develop plans, seek stakeholder agreement about plans and communicate plans effectively to ensure clarity of understanding and ongoing management of technical risk factors
	1.5 Determine designated risk management processes and procedures to enable effective management and communication of risk events, responses and results
2 Monitor and control risk	**2.1** Manage activities in accordance with organisational engineering management plan to ensure a common approach to achieving objectives
	2.2 Monitor progress against organisational engineering management plan and risk management plan to identify variances and recommend responses to higher technical authority for remedial action
	2.3 Implement agreed risk responses and modify plans to reflect changing project objectives in changing work contexts and environments
3 Assess risk management outcomes	**3.1** Review outcomes of technical/engineering risk management activities to determine effectiveness of risk management processes and procedures
	3.2 Identify, document and report risk issues and recommend improvements to relevant authorities to inform future applications

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFCM311A Implement and manage technical risk management.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFGEN311 Implement and manage technical risk management

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- adhering to relevant data collection, storage and retrieval requirements
- applying relevant legislation, regulations and organisational policies and procedures
- applying technical risk management procedures
- assessing risk management outcomes
- determining and assessing technical risks
- identifying critical indicators of technical risk and assessing the risk management system's performance appropriate to the organisational context including:
  - determining, monitoring and controlling risks
  - assessing technical risk management outcomes
- identifying, interpreting and analysing risk assessment requirements relevant to work being performed
- interpreting organisational role relevant to technical risk management
- modifying activities to manage variations in workplace context and environment
- monitoring and controlling relevant risk management
- operating equipment and systems relevant to technical risk management activities
- working and communicating effectively with stakeholders and technical authorities.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- relevant legislation, regulations and organisational policies and procedures
- relevant risk management in the context of the materiel life cycle
- relevant risk management methodologies, their capabilities, limitations, applicability and outcomes
- technical regulatory framework, organisational engineering management plan and risk management plan
- technical risk management including application in the technical/engineering context of principles, tools, techniques, standards, and processes.

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Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools and equipment currently used in industry
- applicable documentation including workplace procedures, protocols, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFGEN313 Establish technical data and information management systems

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to establish the technical data and information management systems framework for a particular organisational context or environment in which specific technical data and information are created, used and maintained.

It includes identifying technical context of the organisation to establish technical creator's accountability requirements and developing a management system framework. It also includes identifying and responding to contextual changes over a system project life cycle.

This unit applies to technical regulatory framework specialists working in Defence materiel logistics but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Typically, persons undertaking this unit work independently or as part of a team under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

General

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Identify technical context of the organisation	**1.1** Determine and document technical context, nature of the jurisdiction and nature of the organisation
	1.2 Identify and interpret technical regulatory framework specific to the organisation and clarify, as required
2 Establish technical creator's accountability requirements	**2.1** Identify the creator of technical data and information by determining all parts of the organisation that create technical data and information
	2.2 Determine and document accountability requirements and functional responsibilities of the creators of technical data and information
	2.3 Verify sources used in research as authentic and document in accordance with organisational procedures and relevant industry standards
3 Develop management system framework	**3.1** Develop a management system framework from a review and synthesis of individual technical creator requirements
	3.2 Trial proposed system framework to ensure functionality, maintainability and growth potential, and make adjustments as required
	3.3 Document system framework, its protocols and guidelines to ensure consistency of application by users
4 Identify and respond to contextual changes over time	**4.1** Map system functions generating technical data and information and the technical framework governing them, to organisational structures
	4.2 Identify and document changes to the administrative and system functional context over time
	4.3 Analyse and respond to the effects of changes on technical data and information management system structures
	4.4 Review and update documentation taking identified changes into consideration in accordance with organisational procedures and relevant industry

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standards

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFCM313A Establish technical data and information management systems.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFGEN313 Establish technical data and information management systems

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- analysing system data and information
- applying relevant legislative, regulatory and organisational policies and procedures
- applying technical data and information management knowledge relevant to work being performed
- applying, monitoring and reporting on relevant information management system implementation processes
- developing management system framework
- defining technical creator's accountability requirements
- identifying and responding to contextual changes over project life cycle
- identifying technical context of the organisation
- identifying, interpreting and analysing risk assessment requirements relevant to work being performed
- interpreting organisational role relevant to technical risk management system plans
- planning and developing technical data and information management system plans.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- relevant Australian and international industry standards
- relevant legislation and organisational policies and procedures
- research methods and techniques suitable for information management systems
- sources of data relevant to information management system research
- technical regulatory framework compliance management systems, and must include one or more of the following:
  - breach management policies and processes including the identification, classification, investigation, rectification and reporting of breaches in compliance requirements
  - compliance related management information systems
  - compliance reporting procedures

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- continuous improvement processes for information management systems including monitoring, evaluation and review
- documentation of compliance requirements relevant to the organisation
- processes for the internal and external promulgation and promotion of information on compliance requirements and a compliance program management system
- record-keeping systems required for compliance management
- specification of compliance management functions, accountabilities and responsibilities under the technical regulatory framework
- techniques and performance indicators for monitoring the operation of an information management system.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and workplace documentation currently used in industry
- relevant guidelines and organisational procedures relating to system test and evaluation processes
- applicable documentation including organisational procedures, protocols, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFGEO001 Support geospatial operations

Modification History

Release 1. This is the first release of this unit of competence from the Defence DEF Training Package

Application

This unit describes the knowledge and skills required to support Defence geospatial operations. It covers such tasks as the provision of support for field surveying and other spatial projects.

In the context of this unit, an understanding of the Defence geospatial operations being conducted and the production of the geospatial products to support the operation is required.

This unit was developed in a Defence environment but may be relevant to others who work in the geospatial field.

Those undertaking this unit would work independently, or as part of a team, with minimal supervision, while performing complex tasks, including complex problem solving, in a limited range of contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Geospatial

Unit Sector

Defence

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Plan and prepare to support geospatial operations**	**1.1**	Tasking for geospatial work requirements are received and, where required, clarified in accordance with regulatory requirements and standard operating procedures (SOPs)
		1.2	Operational geospatial environment is identified and equipment relevant to geospatial operations is selected in accordance with SOPs
		1.3	All resources required to perform the geospatial functions are identified and accessed in accordance with SOPs
2	**Provide support for geospatial operations**	**2.1**	All required resources are prepared to ensure effective operation in accordance with manufacturer requirements and SOPs
		2.2	All geospatial equipment is operated effectively in accordance with manufacturer specifications and SOPs to collect and record measurements and data
		2.3	All required tasks are completed within applied time allocation in accordance with SOPs
3	**Finalise support tasks**	**3.1**	All geospatial equipment utilised during tasks are refurbished in accordance with manufacturer requirements and SOPs
		3.2	All documentation and reports are completed and alerted to the relevant supervisory personnel in accordance with SOPs

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide

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Unit Mapping Information

No equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFGEO001 Support geospatial operations

Modification History

Release 1. This is the first release of this unit of competence from the Defence DEF Training Package

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion:

- applying relevant Work Health and Safety (WHS)/Occupational Health and Safety (OHS)/Occupational Safety and Health (OSH) and Australian Defence Force (ADF) regulatory requirements, organisational policy and procedures
- communicating clearly with others to clarify work tasks and equipment selection
- following manufacturer specifications and standard operating procedures to correctly:
  - set up and operate
- pack up and store equipment identifying, reviewing and analysing information that may impact on the tasks
- providing support for field surveying and other spatial projects
- selecting and using the geospatial tools and equipment relevant to completing support tasks
- undertaking data measuring and recording using relevant equipment and tools
- using information technology and software appropriate to geospatial operations
- using approved procedures to accurately collect and record measurements and data
- using communication devices effectively
- using safety equipment and supplies, including personal protective equipment (PPE)
- completing reports and documentation for geospatial operations

Knowledge Evidence

Evidence required to demonstrate competence, must satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- personal protective equipment (PPE) appropriate for geospatial operations
- effective communication techniques for verbal and written reports on geospatial operations
- legislative obligations of Work Health and Safety (WHS)/Occupational Health and Safety (OHS)/Occupational Safety and Health (OSH) requirements relevant to geospatial operations
- organisational policy relevant to geospatial operations
- operational geospatial environments
- resources and equipment used to support geospatial operations

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- range of geospatial operations used in a Defence environment
- standard operating procedures (SOPs) for geospatial equipment requirements

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFGEO002 Apply geospatial visualisation

Modification History

Release 1. This is the first release of this unit of competence from the Defence DEF Training Package

Application

This unit describes the knowledge and skills required to provide geospatial visualisation products to Defence clients. It covers such tasks as the production of maps and charts, and specialised product such as contour maps, slope maps, shaded relief products and three dimensional flythrough.

The outcomes require the application of geospatial software, such as geographic information system (GIS) functionality. In the context of this unit, a general understanding of the operational or training environment is required.

This unit was developed in a Defence environment but may be relevant to others who work in the geospatial field.

Those undertaking this unit would work independently, or as part of a team, with minimal supervision, while performing complex tasks, including complex problem solving, in a limited range of contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Geospatial

Unit Sector

Defence

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Plan and prepare to provide geospatial visualisation products**	**1.1** Tasking for geospatial work requirements are received and where required, clarified in accordance with standard operational procedures (SOPs)
		1.2 Operational geospatial environment is identified and equipment relevant to geospatial operations is selected in accordance with SOPs
		1.3 All resources required to perform the geospatial functions are identified and accessed in accordance with SOPs
2	**Compile geospatial data**	**2.1** Data is processed and analysed to prepare product content in accordance with SOPs
		2.2 Data is checked for accuracy in accordance with SOPs
3	**Produce geospatial product**	**3.1** Product information and content are prepared and produced in required format and content in accordance with SOPs
		3.2 Product content and format are checked against task and remediated as required in accordance with SOPs
		3.3 Product is distributed to identified client in accordance with SOPs
4	**Finalise geospatial task**	**4.1** All documentation and reports are completed and alerted to the relevant supervisory personnel in accordance with SOPs
		4.2 All geospatial equipment utilised during tasks are refurbished in accordance with manufacturer requirements and SOPs

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

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Non-essential conditions may be found in the Companion Volume Implementation Guide

Unit Mapping Information

No equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFGEO002 Apply geospatial visualisation

Modification History

Release 1. This is the first release of this unit of competence from the Defence DEF Training Package

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion:

- communicating clearly with others to clarify work tasks and equipment selection
- following manufacturer specifications and standard operating procedures to correctly:
  - set up and operate
- pack up and store equipment identifying, reviewing and analysing data and other information that may impact on the tasks
- producing relevant maps and charts, and specialised product including:
  - contour maps
  - slope maps
  - shaded relief products
  - three dimensional flythrough
- selecting and using the appropriate geospatial resources and equipment to provide geospatial visualisation products
- using information technology and software appropriate to geospatial visualisation operations
- using approved procedures to accurately apply measurements and data
- completing report and documentation for geospatial task

Knowledge Evidence

Evidence required to demonstrate competence, must satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- common geospatial terms used in geospatial operations
- common types of geospatial products used for Defence operations and training
- operational capabilities and limitations of the geospatial equipment, including computing equipment and software being used
- legislative and regulatory requirements related to the geospatial products
- organisational policy relevant to providing geospatial products
- standard operating procedures (SOPs) for geospatial equipment and resources

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- reporting requirements for providing geospatial products
- legislative obligations of Work Health and Safety (WHS)/Occupational Health and Safety (OHS)/Occupational Safety and Health (OSH) requirements and safe work / workplace procedures
- standards and practices for measuring and recording spatial data
- the environment in which the geospatial products will be applied
- typical referencing systems used on different types of geospatial products including:
  - contour maps
  - slope maps
  - shaded relief products
  - three dimensional flythrough

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFGEO003 Provide geospatial support to operations

Modification History

Release 1. This is the first release of this unit of competence from the Defence DEF Training Package

Application

This unit describes the knowledge and skills required to provide geospatial support to Defence operations and training. This includes identifying the geospatial resources available for the performance requirement, and identifying and operating the resources for the geospatial products required.

In the context of this unit, an understanding of Defence operations or training being conducted and the production of the geospatial products to support the operation or training are required.

This unit was developed in a Defence environment but may be relevant to others who work in the geospatial field.

Those undertaking this unit would work independently, or as part of a team, with minimal supervision, while performing complex tasks, including complex problem solving, in a limited range of contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Geospatial

Unit Sector

Not applicable

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Plan to provide geospatial support for operations	**1.1** Tasking for geospatial operational work requirements are received and acknowledged in accordance with Work Health and Safety (WHS)/Occupational Health and Safety (OHS)/Occupational Safety and Health (OSH), regulatory requirements and standard operational procedures (SOPs)
	1.2 The operational geospatial requirements are identified and clarified in accordance with SOPs
	1.3 Operational geospatial environment is identified and equipment relevant to geospatial operations is selected in accordance with SOPs
	1.4 The geospatial products required are identified and confirmed in accordance with SOPs
2 Prepare to provide geospatial support for operations	**2.1** All resources required to produce the products required in the tasking are identified in accordance with SOPs
	2.2 All resources available to operations are identified and any deficiencies are identified in accordance with SOPs
	2.3 All resource deficiencies are addressed to ensure task requirements are met in accordance with SOPs
3 Develop and supply geospatial product	**3.1** All geospatial resources are analysed and prepared in accordance with SOPs
	3.2 Geospatial products to meet task requirements are prepared in accordance with SOPs
	3.3 Geospatial products are distributed to identified client in accordance with regulatory requirements and SOPs
	3.4 User acceptance is confirmed and remediated as required in accordance with SOPs
4 Finalise support tasks	**4.1** All documentation and reports are completed and alerted to the relevant supervisory personnel in accordance with SOPs
	4.2 All geospatial equipment utilised during tasks are refurbished in accordance with manufacturer requirements and SOPs

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide

Unit Mapping Information

No equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFGEO003 Provide geospatial support to operations

Modification History

Release 1. This is the first release of this unit of competence from the Defence DEF Training Package

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion:

- checking product to ensure interoperability with defence operations
- communicating clearly and concisely with others to receive and clarify instructions
- following logical and complex analysis techniques
- identifying and rectifying performance abnormalities
- identifying the geospatial resources available for the performance requirement
- identifying and operating the resources for the geospatial products required
- identifying, reviewing and analysing information that may impact on the geospatial product's operational performance
- locating and applying documentation, policies and standard operational procedures (SOPs) relevant to providing geospatial support
- negotiating and communicating effectively with key stakeholders
- undertaking research and analysing related to geospatial operations
- using information technology and software appropriate to geospatial operations
- completing reports and documentation
- following manufacturer specifications and SOPs for resources and equipment

Knowledge Evidence

Evidence required to demonstrate competence, must satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- legislative and regulatory requirements related to the geospatial products being generated
- legislative obligations of Work Health and Safety (WHS)/Occupational Health and Safety (OHS)/Occupational Safety and Health (OSH) requirements and safe work / workplace procedures relevant to geospatial operations
- geospatial operational outcomes and requirements
- geospatial operational or training environment in which the products will be applied
- operational capabilities and limitations of the relevant geospatial equipment for the products required

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- organisational policy and procedures related to generating geospatial products
- geospatial product knowledge related to resources and equipment in service
- effective communication and negotiation techniques for supplying products and producing reports on spatial operation

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFGEO004 Provide geospatial technical advice

Modification History

Release 1. This is the first release of this unit of competence from the Defence DEF Training Package

Application

This unit describes the skills required to provide geospatial technical advice related to geospatial capabilities within a Defence environment. The geospatial capabilities include current and future capability options and are related to current and future Defence operations and training.

This unit was developed for Defence personnel in a geospatial workplace but may be relevant to others who work in this field.

Those undertaking this unit would work independently or as part of a team, under indirect supervision while performing complex tasks, in a small range of familiar contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Geospatial

Unit Sector

Not applicable

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Identify and analyse	**1.1** Circumstances requiring the provision of advice for operations capabilities are observed, received and

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	issues		clarified in accordance with Australian Defence Force (ADF) regulatory requirements, organisational policy and Standard Operational Procedures (SOPs)
		1.2	Issues relating to operations capabilities are identified and confirmed through effective consultation with relevant personnel in accordance with SOPs
		1.3	Issues are interpreted and analysed to determine the circumstances in accordance with SOPs
		1.4	Research of relevant documents and literature is conducted in relation to identified issues and unclear findings are clarified with relevant personnel in accordance with SOPs
2	**Formulate options**	**2.1**	Options are identified and evaluated relating to the provision of current and potential future geospatial capability advice in accordance with SOPs
		2.2	Options are prioritised and preferred geospatial capability option is selected in accordance with SOPs
3	**Provide advice**	**3.1**	Advice is formulated and discussed with stakeholders in accordance with SOPs
		3.2	Stakeholder requirements are negotiated, incorporated and documented within the proposed advice in accordance with SOPs
		3.3	Reports are prepared for concluded advice within specified time and budget in accordance with SOPs

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide

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Unit Mapping Information

No equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFGEO004 Provide geospatial technical advice

Modification History

Release 1. This is the first release of this unit of competence from the Defence DEF Training Package

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion:

- analysing and evaluating geospatial information
- conducting research to clarify issues and unclear findings
- identifying the issues surrounding the provision of advice
- identifying geospatial capabilities
- identifying and providing current and future capability options related to current and future Defence operations and training
- liaising with stakeholders in providing advice and receiving feedback in a constructive manner
- preparing and presenting reports

Knowledge Evidence

Evidence required to demonstrate competence, must satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- capability requirements for current and future Defence operations and training
- research and analysis techniques for identifying and clarifying issues
- Australian Defence Force (ADF) regulatory requirements, and organisational policy, standard operational procedures including code of behaviour
- geospatial technical information sources
- relevant policies and procedures in relation to duty of care, ethical standards, geospatial capabilities and all other organisational requirements
- verbal communication techniques for clarifying issues and providing advice to stakeholders
- written communication techniques for preparing letters and reports

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of

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assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFINT001 Supervise intelligence operations

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required by an intelligence supervisor working across the spectrum of strategic, operational and tactical environments.

It includes planning, preparing, conducting and finalising intelligence operations.

This unit applies to Defence intelligence operatives although it could apply to any personnel working in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently or as part of a team, and perform complex tasks in unfamiliar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Intelligence

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Plan and prepare for intelligence operations**	**1.1** Confirm and maintain competence of subordinates to undertake intelligence operations in accordance with operational procedures
		1.2 Maintain relevant personnel administration
		1.3 Clarify orders to determine commander's intent
		1.4 Determine and manage constraints relevant to task in accordance with operational procedures
		1.5 Assemble resources for task and report shortfalls that limit capability to chain of command
		1.6 Make planning decisions to solve operational problems, based on a logical process
		1.7 Conduct battle procedure to meet task requirements
		1.8 Identify hazards, assess risks and implement control measures in accordance with operational procedures
2	**Conduct intelligence operations**	**2.1** Prepare and deliver orders and briefs, as required
		2.2 Direct and supervise subordinates in accordance with operational procedures
		2.3 Liaise with stakeholders in accordance with operational requirements
		2.4 Conduct, organise and direct support from outside agencies
		2.5 Provide intelligence operations technical advice to supervisors and subordinates
3	**Finalise intelligence operations**	**3.1** Conduct debriefs in accordance with operational procedures
		3.2 Conduct post activity analysis and make subsequent recommendations
		3.3 Manage equipment, stores and explosive ordnance as required, in accordance with operational procedures
		3.4 Complete documentation in accordance with operational procedures
		3.5 Monitor and manage subordinate health and wellbeing,

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and address any identified issues as required

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFIN007A Supervise intelligence operations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFINT001 Supervise intelligence operations

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least two separate occasions and include:

- accessing and using resources
- applying logical process when planning and problemsolving
- conducting briefings and debriefings
- counselling subordinates and evaluating performance
- developing instructions from given orders
- disseminating information and providing technical advice
- planning and coordinating protective security operations
- preparing and writing reports
- presenting logical and structured arguments
- processing and maintaining workplace information
- reading, interpreting and applying relevant legislation, policies and procedures
- using a variety of verbal and non-verbal communication techniques, including:
  - giving and receiving workplace feedback
- working as part of a team
- working with minimal supervision.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- collection planning
- evaluation criteria
- intelligence operations
- logical processes including:
  - intelligence preparation of the battlefield
  - military appreciation process
  - war gaming

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- relevant battle procedures and constraints
- relevant legal responsibilities must include one or more of the following:
  - Geneva conventions and protocols
  - international laws
  - laws of armed conflict
  - rules of engagement
  - state/territory legislation
- relevant legislation and procedures in relation to environmental requirements and rules of engagement
- relevant organisational policies and procedures including:
  - work health and safety (WHS)/occupational health and safety (OHS) legislation
  - equipment
  - material and personal safety requirements
- risk assessments
- troop and personnel movement requirements
- workplace communication strategies.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions. This includes assessment in a minimum of two environments, which must include the following:

- protective security
- combat intelligence
- specialist intelligence disciplines.

Resources for assessment must include access to:

- intelligence workers
- relevant communication and information technology equipment and data
- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including operational procedures, regulations, codes of practice

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and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFINT002 Plan and lead a counter-surveillance operation

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to plan and lead counter-surveillance operations. This unit of competency will be used by specialist intelligence workers operating in a hostile surveillance environment as a team leader.

It includes planning, conducting and finalising counter-surveillance activity.

This unit applies to Defence intelligence operatives although it could apply to any personnel working in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently or as part of a team, and perform complex tasks in unfamiliar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Intelligence

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Plan counter-surveillance activity**	**1.1** Confirm instructions to conduct activity with supervisor
		1.2 Identify resource availability, serviceability and constraints
		1.3 Analyse situation, terrain and threat forces to determine operational risk
		1.4 Conduct reconnaissance of operational area to inform planning process
		1.5 Conduct research to inform planning process
		1.6 Develop a counter-surveillance plan in accordance with operational procedures
		1.7 Prepare counter-surveillance orders and deliver to team members
		1.8 Conduct rehearsals in accordance with operational procedures
		1.9 Confirm and monitor competence of team members
		1.10 Liaise with outside agencies, as required
		1.11 Identify hazards, assess risks and implement control measures in accordance with operational procedures
2	**Conduct counter-surveillance activity**	**2.1** Direct and supervise counter-surveillance team in accordance with counter-surveillance plan
		2.2 Recognise and respond to situations that require quick and decisive responses in accordance with operational requirements and procedures
		2.3 Complete counter-surveillance tasks in accordance with counter-surveillance plan
		2.4 Organise and direct support from outside agencies, as required
		2.5 Provide technical advice to identified stakeholders in accordance with counter-surveillance plan
3	**Finalise counter-surveillance**	**3.1** Provide information gained during activity to identified stakeholders in a timely manner

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activity

3.2 Complete counter-surveillance documentation in accordance with operational procedures

3.3 Conduct post activity analysis and make subsequent recommendations

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces but is not equivalent to DEFIN008A Plan and lead a counter-surveillance operation.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFINT002 Plan and lead a counter-surveillance operation

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least two separate occasions and include:

- applying relevant operational policies and procedures
- conducting liaison
- applying knowledge of human facial and body recognition characteristics
- applying knowledge vehicle recognition characteristics
- identifying hazards, assessing risks and implementing control measures
- navigating
- operating safely and within the constraints and limitations of local laws
- operating verbal communications equipment
- photographing objects and people
- planning, organising, monitoring and supervising the tasks of all the team members in accordance with organisational guidance
- positively identifying and tracking hostile surveillance within the parameters of the counter-surveillance plan
- preparing and writing counter-surveillance reports and/or completing relevant documentation.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- counter-surveillance documentation
- counter-surveillance plan
- counter-surveillance techniques
- operational risk factors including:
  - terrain
  - threat forces
- regulatory framework
- relevant legislation and operational policies and procedures

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- reporting standards and procedures
- resource administration including:
  - resource serviceability
  - resource constraints.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Resources for assessment must include access to:

- counter-surveillance team with equipment to scale
- anti-surveillance personnel appropriate to plan
- surveillance team with equipment to scale
- support personnel appropriate to task
- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFINT003 Edit intelligence material for security purposes

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to amend and arrange information into useful intelligence material, in accordance with specific security requirements.

It includes conducting source and method protection risk assessment of received information, and editing this data into intelligence material to achieve security criteria.

This unit applies to Defence intelligence operatives although it could apply to any personnel working in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently or as part of a team, and perform complex tasks in unfamiliar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Intelligence

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Conduct source and method protection risk assessment**	**1.1**	Determine sensitivity of intelligence information and document in accordance with organisational procedures
		1.2	Obtain and apply organisational procedures for security of intelligence material throughout the editorial process
		1.3	Identify information requiring source and/or method protection and apply suitable risk control measures
		1.4	Assess the risk of potential security compromise on release of intelligence material and document
		1.5	Confirm risk control measures with appropriate authorities
		1.6	Identify and apply legal requirements for intelligence material activities
2	**Edit intelligence material to achieve security criteria**	**2.1**	Edit intelligence material to remove identified risks and non-essential information
		2.2	Review edited material against security criteria and confirm that it meets the criteria
		2.3	Release edited material in accordance with organisational procedures
		2.4	Consider stakeholder requirements for intelligence material

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFIN003A Edit intelligence material for security

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purposes.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFINT003 Edit intelligence material for security purposes

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least two separate occasions and include:

- applying safety, legislative and statutory requirements relevant to the risk assessment
- conducting protection risk assessment of source material
- editing intelligence material
- identifying hazards, assessing risks and implementing control measures
- identifying, interpreting and analysing risk assessment requirements
- maintaining security of material.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- intelligence assessments and reports
- intelligence community
- legal responsibilities
- organisational operational considerations
- relevant legislation and procedures in relation to intelligence and security requirements
- relevant work health and safety/occupational health and safety (WHS/OHS) regulations/requirements, equipment, material and personal safety requirements
- risk assessment techniques
- security of classified information
- workplace communication strategies
- workplace safety procedures.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

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As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFINT015 Locate electromagnetic emissions

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to establish the direction from which a received emission was transmitted (‘direction finding’) from the clandestine or overt interception of a transmitted electromagnetic emission (‘intercept’). This unit also covers the production and reporting of a triangulated emission point-of-origin assessment.

It includes preparing for direction finding activities, and intercepting and locating an electromagnetic emission. It also includes reporting a triangulated emission point-of-origin assessment.

This unit applies to Defence personnel working in electronic warfare and signals intelligence fields but may be applicable to any persons working in a similar role.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Typically, persons undertaking this unit work independently with indirect supervision, and undertake complex tasks within familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Intelligence

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Prepare for direction finding activities**	**1.1** Develop a direction finding task plan, detailing key tasks and timelines in accordance with organisational procedures
		1.2 Prepare direction finding equipment considering task requirements and duration in accordance with manufacturer specifications
		1.3 Obtain and clarify tasks and orders, as required
		1.4 Undertake engagement with all identified stakeholders, in accordance with task requirements and operational procedures
2	**Intercept electromagnetic emission**	**2.1** Operate direction finding equipment in accordance with manufacturer specifications and organisational procedures
		2.2 Intercept target electromagnetic emission in accordance with direction finding task
		2.3 Confirm identity of target electromagnetic emission in accordance with organisational procedures
		2.4 Identify relevant legal requirements and apply during interception activities
3	**Locate electromagnetic emission**	**3.1** Determine a line of bearing to target emission
		3.2 Recognise and apply methods to improve accuracy of direction finding measurements
		3.3 Validate electromagnetic emission and report direction finding measurement in accordance with organisational procedures
		3.4 Apply direction finding processes to multiple direction finding sites to meet task requirements
		3.5 Determine a best point estimate of electromagnetic emission point of origin, using lines of bearing communicated from multiple sensors
		3.6 Document and report electromagnetic direction finding outcomes to relevant personnel in accordance with

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organisational procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFIN015 Locate electromagnetic emissions.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFINT015 Locate electromagnetic emissions

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant organisational policies, procedures and protocols
- applying safety, legislative and statutory requirements relevant to the risk assessment
- communicating effectively within the workplace
- converting a magnetic line of bearing to a grid line of bearing for triangulation compilation
- following instructions, protocols and directives
- identifying, interpreting and analysing risk assessment requirements relevant to work being performed
- listening effectively
- locating and intercepting emission
- reporting information appropriate to the situation
- triangulating the location of the isolated electromagnetic emission within a specified and acceptable margin of error
- using specialist sensor equipment.
- using organisational systems and equipment to conduct direction finding.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- calculations to convert a magnetic line of bearing to a grid line of bearing for triangulation compilation
- communication network systems and architecture
- compliance principles
- direction finding and geolocation principles and procedures
- direction finding systems and equipment
- electromagnetic spectrum
- international time zones and date lines
- magnetic to grid conversion
- manufacturer specifications for relevant locating electromagnetic emissions equipment

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- radio frequency propagation
- relevant direction finding task plan
- relevant legislation and organisational policies and procedures including:
  - telecommunications legislation
  - privacy legislation and protocols
- relevant reporting procedures and formats
- triangulation mathematical equations.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including organisational guidelines, protocols, procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFINT016 Log target communications

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to record the details of intercepted target communications.

It includes logging intercepted communications and reporting items of interest.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

This unit applies to Defence persons working in electronic warfare and signals intelligence fields but may be applicable to any persons working in a similar role.

Typically, persons undertaking this unit work independently with indirect supervision, and perform complex tasks in familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Intelligence

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Log intercepted communications**	**1.1**	Log intercept details or provide the gist of the intercept in accordance with organisational procedures
		1.2	Identify and flag information of situational value contained within intercept
		1.3	Use approved organisational abbreviations for brevity in accordance with organisational protocols
		1.4	Take appropriate actions to identify and remedy, or report problems encountered during logging process
		1.5	Maintain security of information in accordance with organisational procedures
		1.6	Identify and apply relevant legal requirements for intercept activities during logging process in accordance with organisational policy and task requirements
2	**Report items of interest**	**2.1**	Conduct, annotate and report situational analysis of information, as required
		2.2	Prioritise situational information in accordance with task requirements
		2.3	Report situational information to relevant personnel in accordance with organisational procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFIN016 Log target communications.

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Links

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Assessment Requirements for DEFINT016 Log target communications

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant organisational policies and procedures
- applying legislative and statutory requirements relevant to targeted communications
- assessing the situational value of information
- communicating effectively
- following instructions, protocols and directives
- identifying information of value contained within an intercepted communication
- identifying, interpreting and analysing requirements relevant to target communications
- logging intercepted communications
- prioritising and reporting identified information of value relevant to the operation
- using current specialist sensor equipment and procedures across a range of logging activities involving a variety of relevant workplace situations, collection systems and target communications environments.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- communication network systems and architecture
- gist protocols
- international time zones and date lines
- relevant legal requirements including:
  - telecommunications legislation
  - privacy legislation
- relevant organisational policies, protocols, guidelines and procedures
- reporting procedures and formats
- situational value protocols.

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Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and systems currently used in industry
- applicable documentation including organisational guidelines, procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFINT017 Analyse information for situational value

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to organise and perform the rapid analysis of information in order to determine its situational value.

It includes organising and interpreting data into information to assess and report situational value outcomes in an intelligence environment.

This unit applies to Defence personnel working in electronic warfare and signals intelligence fields but may be applicable to any persons working in a similar role.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Typically, persons undertaking this unit work independently with indirect supervision, and perform complex tasks in unfamiliar contexts, with a high level of analysis and risk assessment required.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Intelligence

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes.	demonstrate achievement of the element.
1 Organise information for analysis	**1.1** Clearly define objectives of analysis in accordance with organisational procedures
	1.2 Collate situational data and prepare information in a format suitable for analysis in accordance with task requirements
2 Analyse and interpret information	**2.1** Select reliable and suitable methods of information analysis to determine situational value
	2.2 Examine data, comparing and evaluating information for content and situational value in accordance with task requirements and operational procedures
	2.3 Make rational assessments of situational value that are justified and supported by evidence
	2.4 Record analysed information in accordance with organisational procedures
3 Report outcomes	**3.1** Report situational value assessment determination to relevant personnel in accordance with organisational procedures
	3.2 Maintain and report information from data repositories

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFIN017 Analyse information for situational value.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFINT017 Analyse information for situational value

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- analysing data and interpreting information including:
  - applying critical analysis techniques
- applying relevant organisational policies and procedures
- assessing the situational value of information
- communicating effectively with relevant stakeholders
- identifying, interpreting and analysing risk assessment requirements relevant to situational value
- maintaining records, information and repositories
- organising information/data for analysis
- reporting information and outcomes appropriate to the situation.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- Defence electronic warfare and signals intelligence field context
- methods of information analysis including:
  - association matrices
  - collaborative analysis
  - critical analysis techniques
  - historical analysis
  - link analysis
  - qualitative analysis
  - quantitative analysis
  - trend analysis
- relevant organisational policies and procedures
- relevant reporting protocols and requirements
- situational value of information.

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Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, office equipment and resources currently used in industry
- electronic information/record management systems
- relevant information and data for situational value analysis
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFINT018 Collect radio frequency emissions

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to collect radio frequency emissions.

It includes the actions to search for, intercept (clandestinely or overtly) and report targeted radio frequency emissions.

It also includes preparing and operating collection equipment to search the electromagnetic spectrum and to collect target emissions.

This unit applies to Defence personnel working in electronic warfare and signals intelligence fields but may be applicable to any persons working in a similar role.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Typically, persons undertaking this unit work independently with indirect supervision, and perform complex tasks in unfamiliar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Intelligence

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes.	demonstrate achievement of the element.
1 Prepare for collection activities	**1.1** Develop a collection plan, detailing key tasks and timelines in accordance with organisational procedures
	1.2 Prepare collection equipment considering the task requirements and duration
	1.3 Receive and clarify tasks and orders, as required
	1.4 Undertake engagement with all identified stakeholders in accordance with task requirements
2 Search for radio frequency emission	**2.1** Operate radio collection equipment in accordance with manufacturer specifications and organisational procedures
	2.2 Apply search methodologies to meet task requirements
	2.3 Search frequency spectrum for target activity in accordance with collection plan
	2.4 Identify relevant legal requirements and apply to radio frequency emission collection activities
3 Intercept target emission	**3.1** Intercept target radio emissions in accordance with collection plan
	3.2 Complete target identity assessment by examining emission characteristics in accordance with organisational guidelines and protocols
	3.3 Record target radio emission in accordance with organisational procedures
	3.4 Review relevant radio emission recording/s in accordance with collection plan
4 Report intercept	**4.1** Report intercept to relevant personnel in accordance with collection plan
	4.2 Record and report intercept assessments to meet task requirements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFIN018 Collect radio frequency emissions.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFINT018 Collect radio frequency emissions

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying legislation, statutory requirements and organisational policies, protocols and procedures relevant to radio frequency emissions
- communicating effectively
- following collection plan, instructions, protocols and directives when collecting radio frequency emissions
- identifying, interpreting and analysing assessment requirements relevant to collecting radio frequency emissions
- intercepting target radio frequency emission
- listening effectively to radio frequency emissions
- preparing for collection activities
- reporting information and radio frequency intercepts appropriate to the situation
- using organisational systems and equipment to conduct collection activities in accordance to manufacturer specifications
- using current specialist sensor equipment and procedures across a range of relevant workplace situations, collection systems and target communications environments.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- collection plan including:
  - activity duration
  - activity parameters
  - organisational priorities
  - required equipment
  - situational considerations
  - software requirements
- collection and compliance principles and procedures including:
  - compliance and privacy principles

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- collection systems and equipment
- communication network systems and architecture
- electromagnetic spectrum
- international time zones and date lines
- search methodology including:
  - channel
  - frequency band
  - search by selector including:
    - signal strength
    - spectrum surveys
    - target
- radio frequency propagation
- relevant equipment manufacturer specifications
- relevant legislation and organisational policies and procedures including:
  - telecommunications
  - work health and safety/occupational health and safety
  - privacy principles.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and systems currently used in industry
- applicable documentation including workplace procedures, guidelines, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFLAW001 Provide advice on service discipline law

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCM116C Provide advice on service discipline law. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to provide advice to subordinates on the procedural aspects and practical application of service discipline law (SDL) as it relates to the Defence Force Discipline Act (DFDA) in the Australian Defence Force (ADF).

This unit applies to those working as members of the ADF.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit must have authority to act independently, have or will have responsibility for subordinates, and would work under the commander's direction, while performing complex tasks in a broad range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Military Justice

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan and prepare for the provision of advice on service discipline law	1.1 Identify circumstances that require the provision of advice on service discipline law. 1.2 Analyse circumstances and conduct research within scope of own responsibility.
2. Provide information on service discipline law	2.1 Identify words or actions constituting common service offences against the DFDA for which a service member may be charged and convicted by a service tribunal. 2.2 Explain privileges of witnesses. 2.3 Advise subordinates of the judicial process, documentation requirements and the legal rights of a service member. 2.4 Explain procedures applying to offenders in custody to subordinates. 2.5 Explain professional standards to be applied in the administration of a summary proceeding to subordinates. 2.6 Explain post-tribunal procedures to subordinates. 2.7 Inform subordinates of the role and jurisdiction of a discipline officer, disciplinary infringements and/or punishments available to a discipline officer and the rights of an accused.
3. Demonstrate procedural aspects related to the administration of a service tribunal	3.1 Show subordinates how to prepare for proceedings including the preparation of personal statements. 3.2 Explain and demonstrate duties of a recorder to subordinates.

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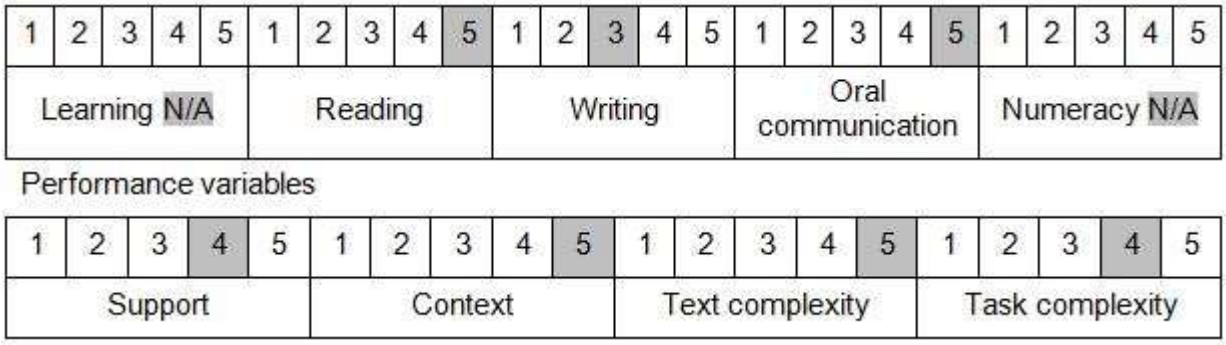
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM116C Provide advice on service discipline law.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFLAW001 Provide advice on service discipline law

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. The candidate must demonstrate evidence of performance of the following on at least one occasion.

- communicating orally
- conducting briefings
- responding to questioning
- listening
- reflecting
- undertaking research
- providing advice that is relevant and appropriate to the circumstances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- ADF judicial policies and procedures for service tribunals
- application of DFDA to service members
- composition and content of the Defence Law Manual (DLM) and other relevant law including offences under the DFDA and the principles
- equity and diversity principles
- nature and limits of Defence jurisdiction
- origin and structure of the Defence legal system
- role, duties and powers of a discipline officer

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- scales of punishment
- service tribunal procedures and processes

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFLAW002 Perform the duties of a unit discipline officer

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCM117C Perform the duties of a unit discipline officer. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to undertake the duties and responsibilities of a unit discipline officer in the Australian Defence Force (ADF) under the Defence Force Discipline Act (DFDA).

This unit applies to those working as ADF members who may potentially be appointed as unit discipline officers by virtue of their rank.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, while performing specific tasks in a broad range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Military Justice

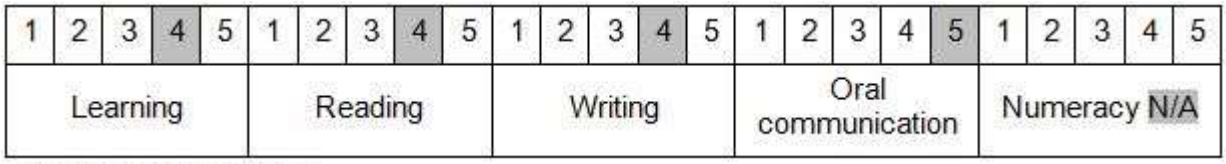
Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for unit discipline officer hearings	1.1 Receive and interpret appointment to act as a unit discipline officer under the DFDA. 1.2 Confirm jurisdiction for a disciplinary infringement.
2. Deal with infringements	2.1 Conduct unit discipline officer hearings. 2.2 Impose punishments.
3. Finalise unit discipline officer hearings	3.1 Complete infringement notices. 3.2 Conduct post-hearing actions.

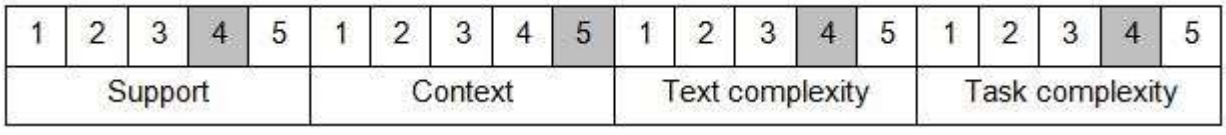
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Performance variables



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

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Unit Mapping Information

This unit supersedes and is equivalent to DEFCM117C Perform the duties of a unit discipline officer.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFLAW002 Perform the duties of a unit discipline officer

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. The candidate must demonstrate evidence of performance of the following on at least one occasion.

- communicating orally
- questioning and responding to questioning
- conducting briefings
- listening
- reflecting
- conducting interviews
- determining jurisdiction
- displaying empathy and building rapport with colleagues and stakeholders
- interpreting body language
- locating relevant information in relevant references
- making sound judgements
- selecting a punishment appropriate to the circumstances and to the severity of the charge
- providing advice that is relevant and appropriate to the circumstances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- ADF publications
- appeal and petition

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- Defence Instructions
- discipline officer appointment
- election
- infringement considerations
- jurisdiction
- procedures
- scale of punishments

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFLAW003 Provide advice on service administrative law

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCM122A Provide advice on service administrative law. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 2.2 and 2.3 merged

Application

This unit describes the skills required to provide advice to subordinates on the procedural aspects and practical application of service administrative law as it relates to the Australian Defence Force (ADF). This is to assist supervisors in the following situations:

- reviewing administrative sanctions
- reviewing the Notice to Show Cause process
- drafting a regress of grievance
- listing common administrative law references
- reviewing administrative law principles
- outlining how administrative law processes apply to common ADF policies such as illicit drugs, equity and diversity, harassment and bullying, sexual harassment, alcohol abuse

This unit applies to those working as members of the ADF.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

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Those undertaking this unit must have authority to act independently, have or will have responsibility for subordinates, would work under the commander's direction, while performing complex tasks in a broad range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Military Justice

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan and prepare to provide advice on service administrative law	1.1 Identify circumstances that require the provision of advice on service administrative law. 1.2 Analyse circumstances and conduct research within the scope of own responsibility. 1.3 Locate and interpret guidance in relevant administrative law organisational policy documents.
2. Provide information on service administrative law	2.1 Identify and explain policy references on common administrative law issues to subordinates. 2.2 Explain procedures on common administrative law issues and administrative law principles to subordinates. 2.3 Provide assistance to subordinates in preparing common administrative law documents.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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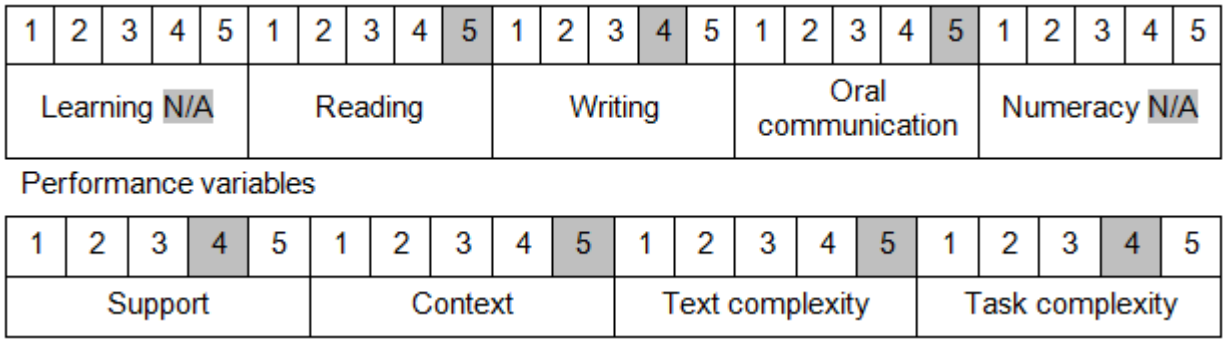
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM122A Provide advice on service administrative law.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFLAW003 Provide advice on service administrative law

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. The candidate must demonstrate evidence of performance of the following on at least one occasion.

- communicating effectively orally
- conducting briefings
- responding to questioning
- listening
- reflecting
- interpreting relevant policies
- undertaking research
- providing advice that is relevant and appropriate to the circumstances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- ADF administrative policies and procedures for sanctions
- ADF drug and alcohol policies
- equity and diversity principles
- origin and structure of the Defence administrative system
- role, duties and powers of administrative decision makers

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFLAW004 Conduct an arrest

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCM123A Conduct an arrest. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 3.1 and 3.4 revised • PC 3.2 and 3.3 merged

Application

This unit describes the skills required to arrest a person under the powers provided by the Defence Act. It includes making the decision to arrest, performing arrests, and preparing and submitting documentation. Defence members, as well as persons who are not Defence members, may be arrested in accordance with the DFDA Powers of Arrest where they are suspected of having committed a service offence. However, each power of arrest varies in terms of its scope, the circumstances giving rise to the power of arrest, and who may carry out the actual arrest.

This unit applies to those working as members of the Australian Defence Force. Arrests under the Defence Force Discipline Act (DFDA) may be carried out by a Defence member or a constable.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, while performing specific tasks in a broad range of contexts.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Military Justice

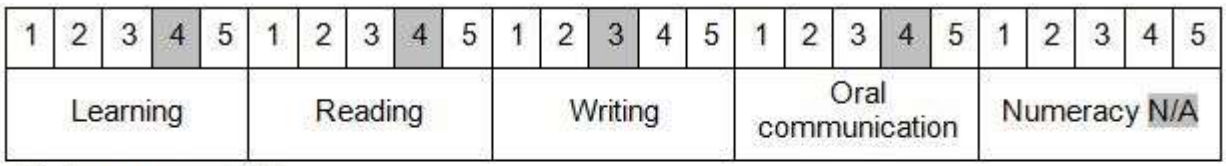
Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for arrest	1.1 Identify powers of arrest. 1.2 Take decision to arrest within lawful authority.
2. Perform an arrest	2.1 Arrest offenders without warrant, using the necessary force and place them in custody. 2.2 Ensure the rights of a person under arrest are protected.
3. Conduct after arrest actions	3.1 Assess circumstances and take decision to caution or report. 3.2 Identify, complete and submit relevant documentation. 3.3 Assess circumstances and take decision to notify other parties or not.

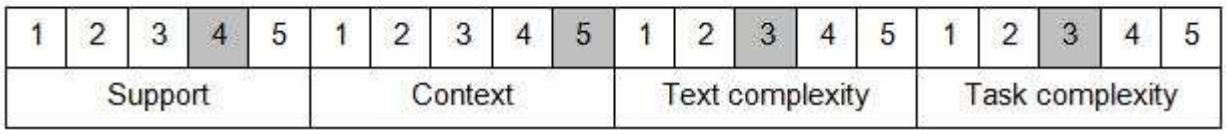
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Performance variables



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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM123A Conduct an arrest.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFLAW004 Conduct an arrest

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. The candidate must demonstrate evidence of performance of the following on at least one occasion.

- communicating in writing and orally
- making decisions
- making sound judgements
- negotiating
- providing advice that is relevant and appropriate to the circumstances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- common service offences
- equity and diversity principles
- work health and safety principles relating to arrests
- relevant organisational policies and procedures including those relating to Powers of Arrest, limits of authority and arrest
- requirements for arrest without warrant
- rights of the alleged offender

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFLAW005 Conduct a unit level investigation and prefer charges

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCM124A Conduct a unit level investigation and prefer charges. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 3.1 and 3.2; 3.3 and 3.4 merged

Application

This unit describes the skills required to conduct investigation and to prefer charges in accordance with the Defence Force Discipline Act (DFDA) performing the duty of an investigating officer.

This unit applies to those working as investigating officers who operate within the Australian Defence Force and prefer charges in accordance with the DFDA.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, while performing complex tasks in a broad range of contexts. If doubt exists concerning the authority or complexity to investigate a service offence then the Defence Investigative Authority (DIA) is to be contacted for advice. The DIA may deem it appropriate to conduct the investigation or may refer back to the commanding officer to deal with the matter.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Military Justice

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for the investigation	1.1 Receive and acknowledge tasking as investigating officer. 1.2 Confirm and acknowledge independence. 1.3 Develop investigation plan.
2. Collect and analyse information relevant to the investigation	2.1 Seek and collect information relevant to the Defence issue. 2.2 Seek, collect and record complete and accurate evidence. 2.3 Take decision to search and conduct search within lawful authority.
3. Conduct the interview	3.1 Seek and take statements. 3.2 Conduct interviews relevant to the matter being investigated ensuring interviewees are afforded their legal rights and treated fairly and equitably. 3.3 Prepare and submit documentation.
4. Prefer charges	4.1 Assess evidence against the proofs of the charge and establish a prima facie case. 4.2 Prefer charge. 4.3 Produce charge sheet.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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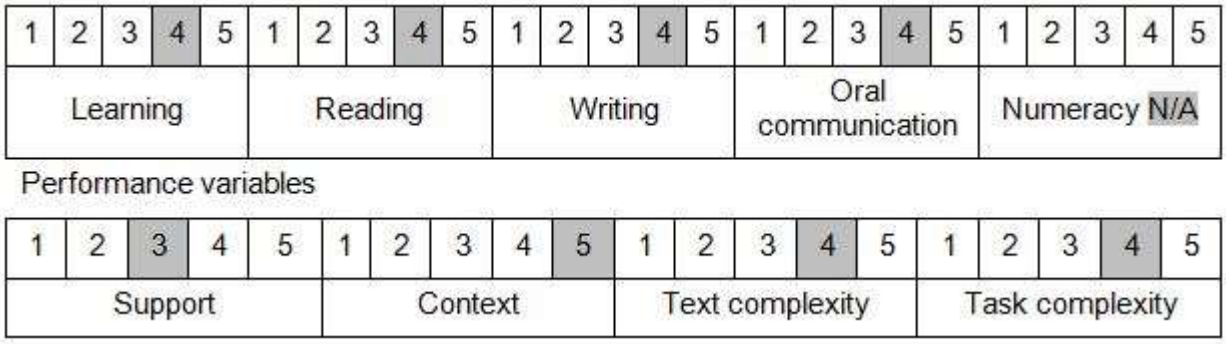
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM124A Conduct a unit level investigation and prefer charges.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFLAW005 Conduct a unit level investigation and prefer charges

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. The candidate must demonstrate evidence of performance of the following on at least one occasion.

- communicating in writing and orally
- questioning and responding to questioning
- conducting briefings
- listening
- displaying empathy and building rapport with colleagues and stakeholders
- interpreting policies and instructions
- making decisions
- showing sound judgement
- undertaking research
- providing advice that is relevant and appropriate to the circumstances
- developing an Investigation plan
- identifying avenues of inquiry
- identifying conduct or allegation
- identifying the framework (applicable law and policies)

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- charging under the DFDA

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- discipline law and administrative law policy documents
- discipline officer scheme
- interview techniques
- relevant policies and procedures
- relevant legislation
- investigation powers and limitations

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFLAW006 Conduct summary authority proceedings

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCM125A Conduct summary authority proceedings. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.1 removed

Application

This unit describes the skills required to conduct service summary trials under the Defence Force Discipline Act (DFDA). These proceedings may include subordinate summary, summary, superior summary.

This unit applies to those working as Defence members who are summary authorities either as an automatic consequence of appointment (such as command) or by an instrument of appointment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously with legal support, while performing sophisticated tasks in a broad range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Military Justice

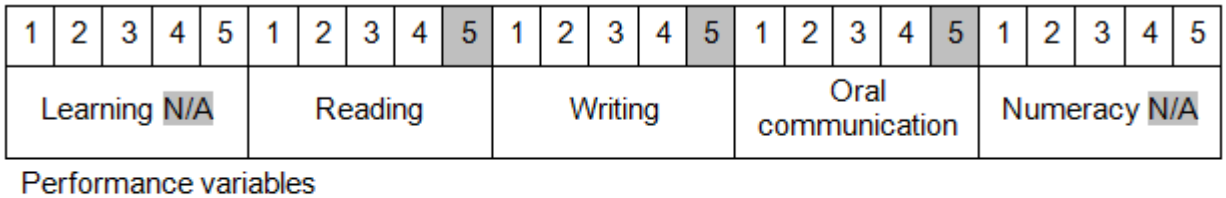
Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Conduct summary trials	1.1 Determine jurisdiction. 1.2 Make a determination by assessing applications and objections. 1.3 Conduct trial proceedings. 1.4 Assess evidence, examine trial documentation and seek clarification. 1.5 Determine guilt or innocence and give a judgement. 1.6 Listen to, interpret and determine validity of plea/s. 1.7 Listen to and interpret prosecutorial advice and mitigation. 1.8 Impose punishment/s and provide reasons.
2. Complete post-trial requirements	2.1 Conduct post-trial procedures. 2.2 Complete, process and store post-trial documentation.

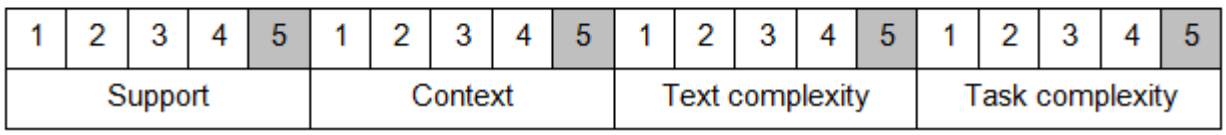
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Performance variables



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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM125A Conduct summary authority proceedings.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFLAW006 Conduct summary authority proceedings

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- communicating in writing and orally
- completing post-trial documentation
- questioning and responding to questioning
- conducting interviews
- deciding the admissibility of evidence
- deciding the guilt of an accused (considering the evidence)
- interpreting relevant Australian Defence Force (ADF) policies
- selecting a punishment for the convicted (considering the circumstances and law)
- undertaking research
- providing advice that is relevant and appropriate to the circumstances
- dealing with evidence

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- types of charges and their proofs
- types of punishments
- relevant references for locating relevant information
- who can issue summonses
- who can issue warrants

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFLAW007 Conduct a quick assessment

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCM126A Conduct a quick assessment. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Elements 1 and 2 merged

Application

This unit describes the skills required to conduct a quick assessment into an incident or complaint and to report back with recommendations.

This unit applies to those working as members of the Australian Defence Organisation who may be required to conduct a quick assessment of an incident or complaint.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under indirect supervision, while performing specific tasks in a broad range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Military Justice

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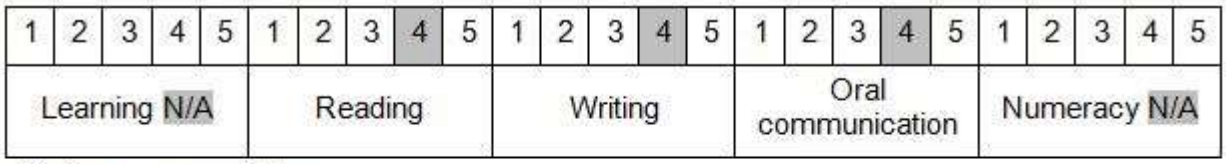
Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Conduct a quick assessment (QA)	1.1 Declare conflict/s of interest or bias when tasked to conduct a QA by QA initiator. 1.2 Gather information from relevant sources. 1.3 Identify occurrence facts and circumstances from collated information. 1.4 Suspend QA and notify QA initiator when Defence Force Discipline Act (DFDA) offence or notifiable incident becomes evident.
2. Report QA results	2.1 Develop QA report and submit to QA initiator. 2.2 Make recommendations.

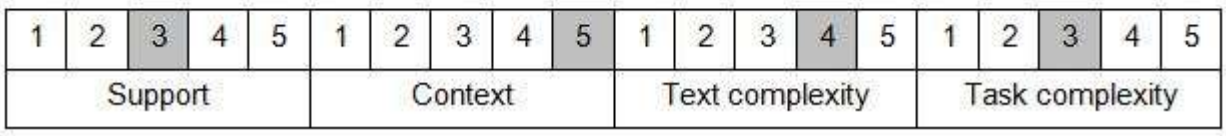
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Performance variables



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

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Unit Mapping Information

This unit supersedes and is equivalent to DEFCM126A Conduct a quick assessment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFLAW007 Conduct a quick assessment

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. The candidate must demonstrate evidence of performance of the following on at least one occasion.

- communicate orally and in writing
- questioning and responding to questioning
- conducting interviews
- undertaking research
- providing advice that is relevant and appropriate to the circumstances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- equity and diversity principles
- interview techniques
- relevant legislation, policies and procedure

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFLAW008 Conduct a Defence administrative inquiry

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCM127A Conduct a Defence administrative inquiry. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to conduct administrative inquiries under the inherent authority of commanders and under the Defence (Inquiry) Regulations. Staff may be appointed to conduct administrative inquiries to determine the facts and circumstances surrounding an incident or situation so that an informed decision may be taken about the action required including, where appropriate, action to avoid a recurrence.

This unit applies to those working as warrant officers and officers of the Australian Defence Force (ADF), and some civilian staff of the Australian Defence Organisation.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under indirect supervision, while performing sophisticated tasks in a broad range of contexts. The type of inquiry conducted will be dependent on the level of authority, rank or position.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Military Justice

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare to conduct an inquiry	1.1 Receive and acknowledge appointment as inquiry officer from appointing authority. 1.2 Analyse and discuss inquiry circumstances if necessary, with the appointing authority. 1.3 Confirm and acknowledge independence. 1.4 Determine course of action by referring to the appropriate Defence publications.
2. Plan an inquiry	2.1 Identify, analyse and clarify inquiry Terms of Reference. 2.2 Develop an inquiry plan. 2.3 Seek advice where appropriate.
3. Gather and analyse evidence	3.1 Conduct interviews. 3.2 Identify, acquire, confirm and analyse evidence. 3.3 Provide progress reports in accordance with the Terms of Reference and appointing authority requirements. 3.4 Suspend inquiry and notify appointing authority when Defence Force Discipline Act (DFDA) offence or other notifiable incident is suspected.
4. Present inquiry findings	4.1 Draw conclusions and recommendations, based on the evidence gathered and within the boundaries of the terms of reference. 4.2 Present inquiry findings in accordance with the Terms of Reference and appointing authority requirements.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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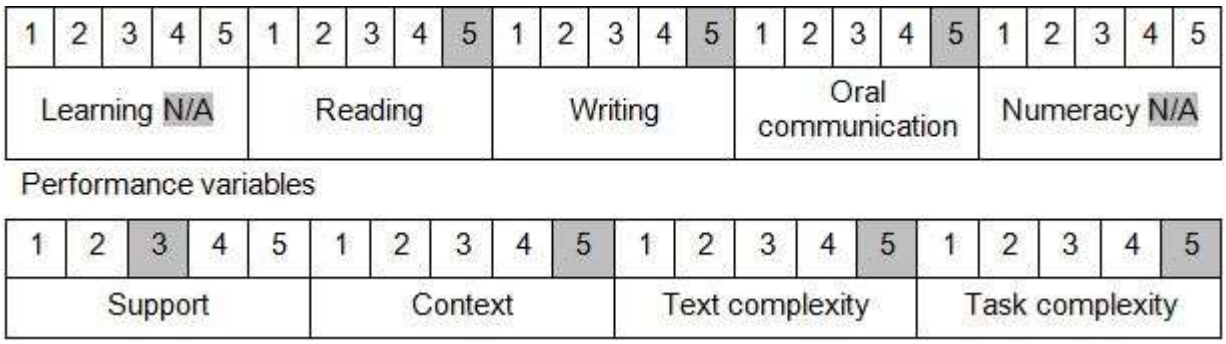
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM127A Conduct a Defence administrative inquiry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFLAW008 Conduct a Defence administrative inquiry

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. The candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing evidence to form conclusions and recommendations.
- communicating ideas, arguments and conclusions logically
- conducting interviews
- interpreting policies
- preparing complex documents
- identifying the issues surrounding the inquiry

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- Defence (Inquiry) Regulations
- inquiry processes
- interview techniques
- relevant Defence publications
- relevant legislation, policies and procedures
- scope of authority of an investigating officer undertaking an administrative inquiry

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFLAW009 Make a Defence administrative decision

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCM128A Make a Defence administrative decision. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.2 removed • PC 2.1 revised

Application

This unit describes the skills required to manage quick assessment (QA) inquiries and to make administrative decisions that may adversely affect members' rights, interests and expectations and that are within the discretion of the commanding officer (CO) to make.

This unit applies to those working as Defence members who have been given command, either as an automatic consequence of appointment, or by an instrument of appointment, as a CO or as an administrative CO; in some circumstances it is by rank only, irrespective of the position held.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, while performing sophisticated tasks in a broad range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Military Justice

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare to make an administrative decision	1.1 Determine initial action. 1.2 Instigate quick assessment. 1.3 Initiate administrative sanction.
2. Make an administrative decision	2.1 Assess factors. 2.2 Make administrative decision. 2.3 Inform stakeholders of the decision and its reasons. 2.4 Complete documentation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy N/A					

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

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Unit Mapping Information

This unit supersedes and is equivalent to DEFCM128A Make a Defence administrative decision.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFLAW009 Make a Defence administrative decision

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. The candidate must demonstrate evidence of performance of the following on at least one occasion.

- communicating orally and in writing
- conducting interviews
- interpreting quick assessment and inquiry reports
- locating and interpreting appropriate guidance in relevant documents
- applying administrative decision making criteria to an ROG of sufficient complexity for which QA and routine inquiry reports are available

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- administrative sanctions
- closed inquiry procedures
- complaints and redress of grievance (ROG)
- imposing and initiating authority
- inquiry instigation, monitoring and planning

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFLAW010 Perform the duties of an appointing officer

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCM129A Perform the duties of an appointing officer. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.1 removed • PC 2.2 revised

Application

This unit describes the skills required to appoint an inquiry officer and/or inquiry assistant in relation to a Defence matter under his/her command or control.

This unit applies to those working as appointing officers that may be:

- Defence Force commanding officer
- officer who has the powers of a formation commander under the Australian Military Regulations 1927
- officer who holds an appointment superior to that of an officer mentioned in the above two points

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, while performing sophisticated tasks in a broad range of contexts.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Military Justice

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Appoint an inquiry	1.1 Ensure a quick assessment (QA) is completed. 1.2 Produce instrument of appointment and Terms of Reference. 1.3 Monitor inquiry report.
2. Action the inquiry report	2.1 Receive inquiry report and confirm against the Terms of Reference. 2.2 Consult subject matter experts. 2.3 Accept or reject findings and recommendations of the inquiry report. 2.4 Implement accepted recommendations. 2.5 Notify stakeholders. 2.6 Complete documentation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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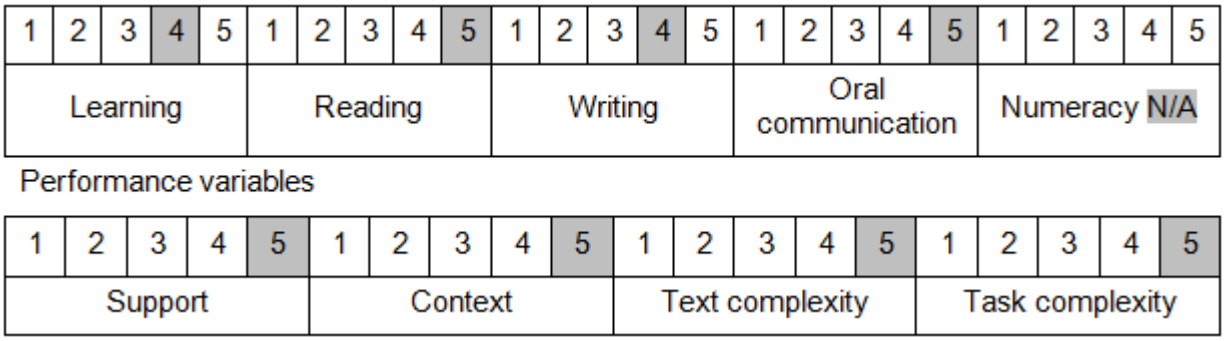
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM129A Perform the duties of an appointing officer.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFLAW010 Perform the duties of an appointing officer

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. The candidate must demonstrate evidence of performance of the following on at least one occasion.

- apply criteria and principles
- interpret relevant policies
- interpret QA and inquiry reports
- lead individuals and/or groups
- locate and interpret appropriate guidance in relevant documents

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- administrative sanctions
- evidence
- complaints and redress of grievance
- identifying relevant Australian Defence Force (ADF) policies
- imposing authority
- initiating authority
- inquiry instigation
- inquiry monitoring
- inquiry planning
- QAs

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- recommendation implementation

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFLAW011 Perform the duties of a defending officer at service tribunals

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCM130 Perform the duties of a defending officer at service tribunals. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Elements 1 and 2 revised

Application

This unit describes the skills required to act in the defence of an accused person for the purposes of legal trials and hearings as required under the provisions of the Defence Force Discipline Act (DFDA).

This unit applies to those defending an accused service member at summary trials under the Defence Force Disciplinary Act (DFDA).

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, while performing sophisticated tasks in a broad range of contexts, using discretion and judgement, and taking responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Military Justice

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for the case	1.1 Advise the accused of his/her rights to application and objection and of his/her legal options. 1.2 Prepare the case for the tribunal. 1.3 Prepare and dispatch pre-trial documentation. 1.4 Advise prosecution of the accused plea.
2. Defend the accused	2.1 Present the case for the defence in accordance with service discipline protocols, procedures and rules of evidence. 2.2 Articulate issues relating to the defence of the accused to the service tribunal's authority. 2.3 Cross-examine witnesses as required.
3. Finalise the case	3.1 Provide feedback on outcomes of the tribunal to the accused as required. 3.2 Finalise documentation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

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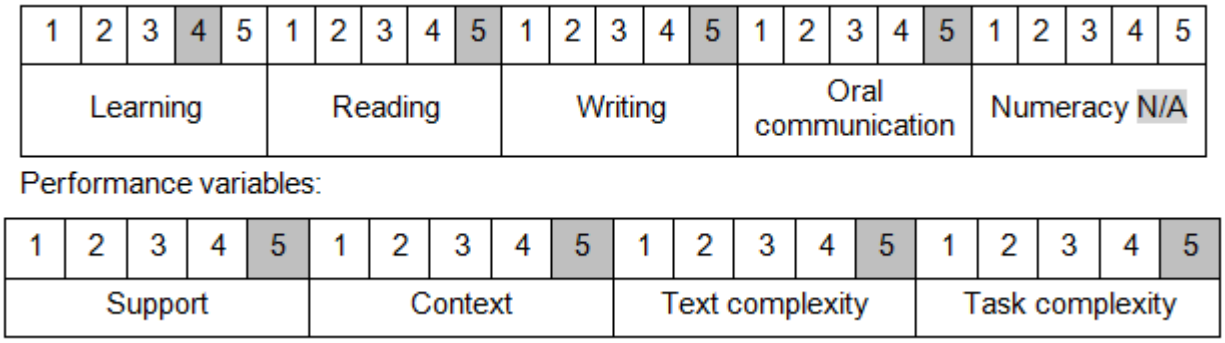

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM130 Perform the duties of a defending officer at service tribunals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFLAW011 Perform the duties of a defending officer at service tribunals

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. The candidate must demonstrate evidence of performance of the following on at least one occasion.

- briefing
- responding to questioning
- listening
- reflecting
- establishing rapport
- negotiating
- resolving conflicts
- preparing statements and completing documentation
- analysing and synthesising information

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- ADF judicial policies and procedures for service tribunals
- application of DFDA to service members
- composition and content of the Defence Law Manual (DLM) and other relevant law including offences under the DFDA and the rules of evidence, equity and diversity
- nature and limits of Defence jurisdiction
- origin and structure of the Defence legal system

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- role, duties and powers of a discipline officer
- scales of punishment
- service tribunal procedures and processes

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFLAW012 Perform the duties of a prosecuting officer at service tribunals

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCM131 Perform the duties of a prosecuting officer at service tribunals. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to prosecute an accused person for the purposes of legal trials and hearings as required under the provisions of the Defence Force Discipline Act (DFDA).

This unit applies to those prosecuting an accused service member at summary trials under the Defence Force Disciplinary Act (DFDA).

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, while performing sophisticated tasks in a broad range of contexts. They would use discretion and judgement, and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Military Justice

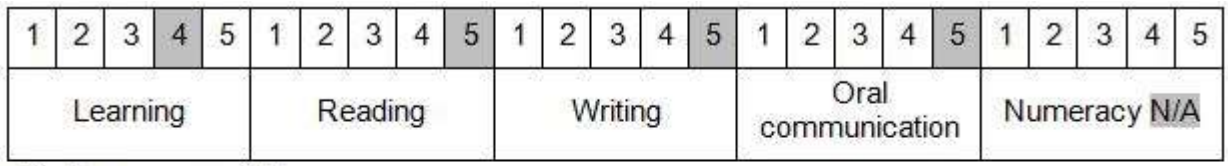
Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare the prosecution's case	1.1 Advise the accused of the charges preferred against him/her. 1.2 Research the prosecution's case. 1.3 Prepare and dispatch pre-trial documentation.
2. Present the prosecution's case	2.1 Present prosecution's case in accordance with service discipline protocols, procedures and rules of evidence. 2.2 Communicate issues relating to the prosecution of the accused to the service tribunal's authority. 2.3 Cross examine witnesses and accused.
3. Finalise the case	3.1 Provide feedback on outcomes of the tribunal to the relevant authorities. 3.2 Finalise documentation.

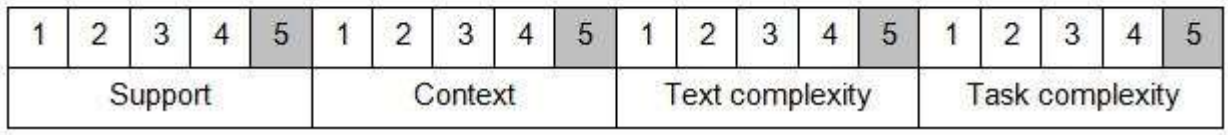
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Performance variables



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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM131 Perform the duties of a prosecuting officer at service tribunals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFLAW012 Perform the duties of a prosecuting officer at service tribunals

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. The candidate must demonstrate evidence of performance of the following on at least one occasion.

- reflecting
- preparing statements and completing documentation
- analysing and synthesising information

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- ADF judicial policies and procedures for service tribunals
- application of DFDA to service members
- composition and content of the Defence Law Manual (DLM) and other relevant law including offences under the DFDA and the rules of evidence, equity and diversity
- nature and limits of Defence jurisdiction
- origin and structure of the Defence legal system
- role, duties and powers of a discipline officer
- scales of punishment
- service tribunal procedures and processes

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFLAW013 Conduct basic fact finding

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to conduct basic fact finding into an incident or complaint and to report back with recommendations.

It includes conducting and reporting on fact finding.

This unit applies to persons working as members of the Australian Defence Organisation who may be required to complete a Defence Incident Report and conduct basic fact finding into an incident or complaint

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work under indirect supervision and perform specific tasks in a broad range of contexts. They use discretion and judgement, undertake simple or complex tasks, and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Military Justice

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes.	demonstrate achievement of the element.
1 Conduct fact finding	**1.1** Declare conflict/s of interest or bias when tasked to conduct fact finding
	1.2 Identify relevant sources and gather information
	1.3 Identify occurrence facts and circumstances from collated information in accordance with task requirements
	1.4 Suspend fact finding activity and notify fact finding initiator as soon as a Defence Force Discipline Act (DFDA) offence or notifiable incident becomes evident
2 Report fact finding results	**2.1** Develop fact finding report and submit to fact finding initiator
	2.2 Make recommendation/s in accordance with organisational procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFLAW007 Conduct a quick assessment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFLAW013 Conduct basic fact finding

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant legislation and organisational policies and procedures
- communicating orally and in writing
- identifying conflicts, occurrences, facts and circumstances
- questioning and responding to questioning
- recommending and reporting fact finding outcomes
- undertaking research.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- interview techniques
- privacy principles
- relevant investigation techniques
- relevant legislation, and organisational policies and procedures.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational

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situations that replicate workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials currently used in industry
- applicable documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFLAW115 Apply service discipline law

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to apply service discipline and the provisions of the Defence Force Discipline Act (DFDA).

It includes providing advice about service discipline law and performing the duties of a relevant officer. It also includes arresting members of the Australian Defence Force (ADF) who have committed an offence.

This unit is designed to meet the level of responsibility of a supervisor in the ADF but not the duties of a prosecutor or Defence Force defending officer.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Typically, persons undertaking this unit work independently or as part of a team under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Military Justice

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Provide advice on service discipline law**	**1.1** Identify and interpret words or actions constituting common service offences against the DFDA for which a service member may be charged and convicted by a service tribunal
		1.2 Explain privileges of witnesses in accordance with common law privilege against self-incrimination
		1.3 Advise subordinates of the judicial process, documentation requirements and the legal rights of a service member
		1.4 Explain procedures applying to offenders in custody to subordinates in accordance with legal requirements
		1.5 Explain professional standards that will be applied in the administration of a summary proceedings, to subordinates
		1.6 Explain post-tribunal procedures to subordinates in accordance with organisational procedures
		1.7 Inform subordinates of the role and jurisdiction of a discipline officer, disciplinary infringements, punishments available to a discipline officer and the rights of an accused
		1.8 Show subordinates how to prepare for proceedings and how to prepare personal statements in accordance with legal guidelines
		1.9 Explain and demonstrate duties of a recorder to subordinates to meet task requirements
2	**Perform the duties of a relevant officer**	**2.1** Administer documentation to the defendant in accordance with organisational procedures
		2.2 Provide advice on the outcome of sub-unit disciplinary matters to the defendant in accordance with legal guidelines
3	**Arrest members of the ADF who commit an offence/s**	**3.1** Arrest offenders without warrants using necessary force and place arrested offenders in custody in accordance with organisational procedures
		3.2 Protect the rights of a person under arrest in accordance

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with organisational procedures and legal requirements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFCM115B Apply service discipline law.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFLAW115 Apply service discipline law

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- advising subordinates including:
  - during summary proceedings
  - when being charged
  - when being questioned
- applying relevant organisational policies and procedures
- applying safety, legislative and statutory requirements relevant to the risk assessment
- arresting members of the Australian Defence Force (ADF) who commit an offence/s
- applying communication skills including:
  - briefing
  - responding to questioning
  - listening
  - reflecting
  - establishing rapport
  - negotiation
  - conflict resolution
- applying decisionmaking and problemsolving skills
- identifying, interpreting and analysing risk assessment requirements relevant to applying service discipline law
- performing the duties of a relevant officer
- preparing statements and completing documentation
- providing advice on service discipline law.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- ADF judicial policies and procedures for service tribunals
- application of Defence Force Discipline Act (DFDA) to service members

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- composition and content of the Defence Law Manual (DLM) and other relevant law including offences under the DFDA and the rules of evidence
- legal rights must include:
  - arrest
  - common law privilege against self-incrimination
  - custody
  - procedures for summons
- nature and limits of Defence jurisdiction
- necessary force as defined in organisational policies and procedures
- organisational procedures applying to offenders in custody
- origin and structure of the Defence legal system
- professional standards
- records management and required documentation
- relevant organisational policies and procedures
- risk management organisational procedures
- role, duties and powers of a discipline officer and relevant officer
- scales of punishment
- service tribunal procedures and processes.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools and equipment currently used in industry
- applicable documentation including organisational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL001 Use personal camouflage and concealment in a threat environment

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCM001B Use personal camouflage and concealment in a threat environment. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.1, 1.2 and 1.3 merged • PC 2.2, 2.3 and 2.4 merged • PC 3.4 remove • PC 3.6 revised

Application

This unit describes the skills required to reduce one's personal signature in a threat environment. Detection capabilities may include:

- aural
- electronic (e.g. radio)
- olfactory
- thermal
- visual

This includes camouflaging oneself (and own personal equipment), concealing movement and minimising signs.

This unit was developed for those working as Defence personnel required to use personal camouflage and concealment in a deployed threat environment, but may be relevant to others who work in this field.

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The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under direct and/or indirect supervision. They would use discretion and judgement, and take responsibility for the quality of their outputs. They would perform routine tasks in a range of contexts that are sometimes unfamiliar and unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Apply appropriate camouflage and concealment techniques	1.1 Assess environment and tactical situation to apply appropriate camouflage and concealment techniques. 1.2 Assess threat's detection capabilities and identify weaknesses for exploitation. 1.3 Maintain personal camouflage.
2. Minimise personal signature	2.1 Prepare and pack personal equipment. 2.2 Minimise personal signature, shadow, odours. 2.3 Minimise or avoid electronic signature which may include radios, mobile phones and emergency positioning devices. 2.4 Avoid detection while preparing and consuming rations. 2.5 Communicate using non-verbal signals. 2.6 Carry and/or dispose of waste in a fashion that minimises detection.
3. Minimise personal signature when on the move	3.1 Select a route that minimises detection or retards the ability and/or desire for the threat to track and pursue. 3.2 Move according to environment and tactical situation. 3.3 Minimise silhouetting.

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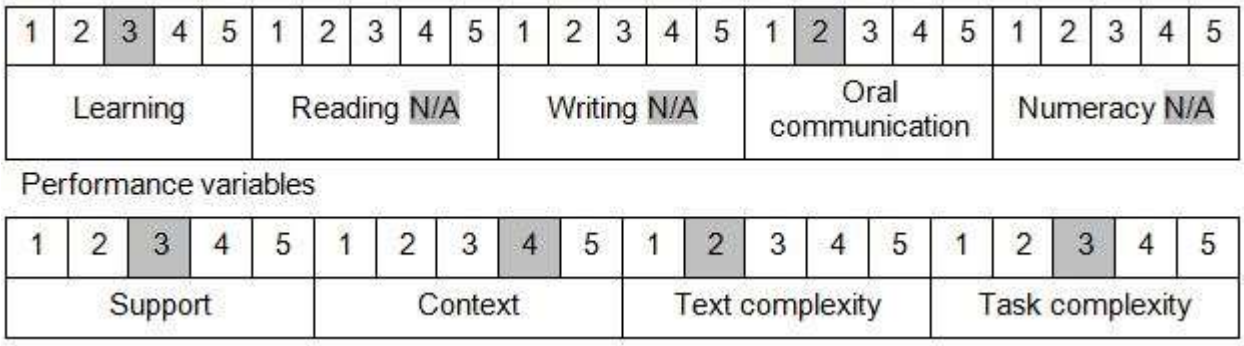
	3.4 Minimise spoor displacement. 3.5 React to unexpected incidents such as a shot, flare, shout or tripping device. 3.6 Select rest areas that provide optimum concealment and refurbish them upon leaving to remove evidence of stay.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM001B Use personal camouflage and concealment in a threat environment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL001 Use personal camouflage and concealment in a threat environment

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- assembling and carrying personal equipment
- undertaking movement by day or night
- reacting appropriately to unexpected incidents
- using visual scanning
- using non-verbal signals
- applying appropriate camouflage and concealment techniques
- minimising signature at the halt and when on the move

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- ability of technology
- information that can be obtained through examination of waste
- issues influencing personal camouflage
- methods of packing
- non-verbal signals
- WHS techniques
- physical environment
- principles of camouflage and concealment

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- reasons why things are seen/compromised
- tactical situation
- threat detection capabilities

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL002 Operate night fighting equipment

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCM002C Operate night fighting equipment. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Elements 1 and 2 merged • All PC in elements 1 and 2 revised

Application

This unit describes the skills required to operate night fighting equipment in a threat environment. Night fighting equipment:

- is a collective term that refers to image intensification equipment
- is normally used in conjunction with weapons in low light conditions
- improves natural vision when other forms of illumination may not be suitable

This unit was developed for military personnel within a combat zone in Defence but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, under direct and/or indirect supervision. They would use discretion and judgement, and take responsibility for the quality of their outputs. They would perform specific tasks, in a range of contexts.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare and operate night fighting equipment	1.1 Prepare, handle and adjust night fighting equipment applying Defence work health and safety (WHS) requirements for night fighting equipment. 1.2 Operate and handle night fighting equipment applying Defence WHS requirements for night fighting equipment and laser safety. 1.3 Apply fire with service weapons using night fighting equipment.
2. Maintain night fighting equipment	2.1 Inspect, maintain and store night fighting equipment. 2.2 Report faults, damage and/or deficiencies.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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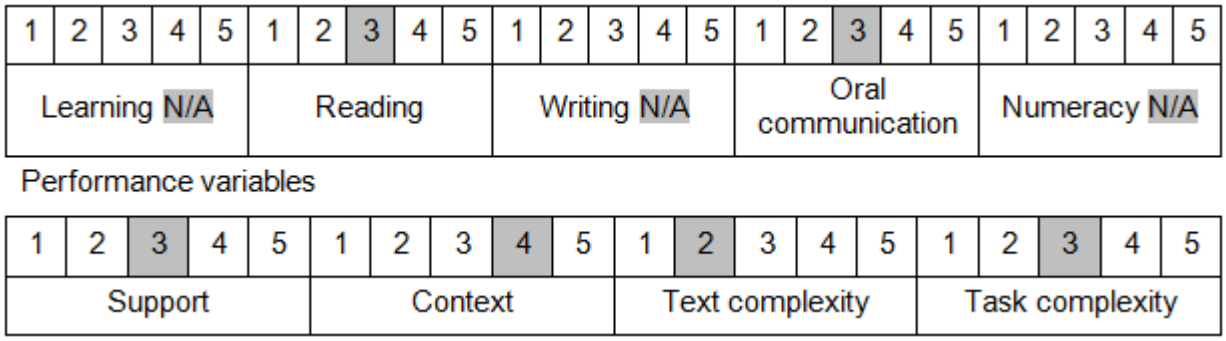
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM002C Operate night fighting equipment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL002 Operate night fighting equipment

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specifies the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying recognised safety precautions
- understanding and carrying out orders
- handling weapons and night fighting equipment safely
- interpreting fire control orders
- using night fighting equipment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of equipment
- night vision theory
- WHS requirements for using night fighting equipment and weapons

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL003 Operate a service rifle

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCM101C Operate a service rifle. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.1 and 1.4 removed • PC 4.1 and 4.2 merged

Application

This unit covers the competency required to operate any current in service rifle. Operating a service rifle involves the ability to safely handle, maintain, operate and fire the service rifle.

This unit applies to those working as a member of the Australian Defence Force.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under direct supervision, in accordance with the Rules of Engagement. They would perform specific tasks, in a broad range of contexts, focussing on applying safety requirements.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Handle a service rifle	1.1 Handle and carry service rifle. 1.2 Identify, select and handle ammunition.
2. Maintain a service rifle	2.1 Strip and assemble service rifle. 2.2 Clean and service rifle and associated equipment as required. 2.3 Clean, inspect, carry and secure ammunition. 2.4 Identify and rectify defects within limits of authority or report to supervisor. 2.5 Complete documentation.
3. Operate a service rifle	3.1 Fill and empty service rifle magazine. 3.2 Conduct weapon drills. 3.3 Apply marksmanship principles. 3.4 Adopt fire positions as required by environment and threat. 3.5 Employ weapon equipment.
4. Fire a service rifle	4.1 Fire service rifle complying with Range Safety Brief and Practice Brief. 4.2 Identify and engage targets.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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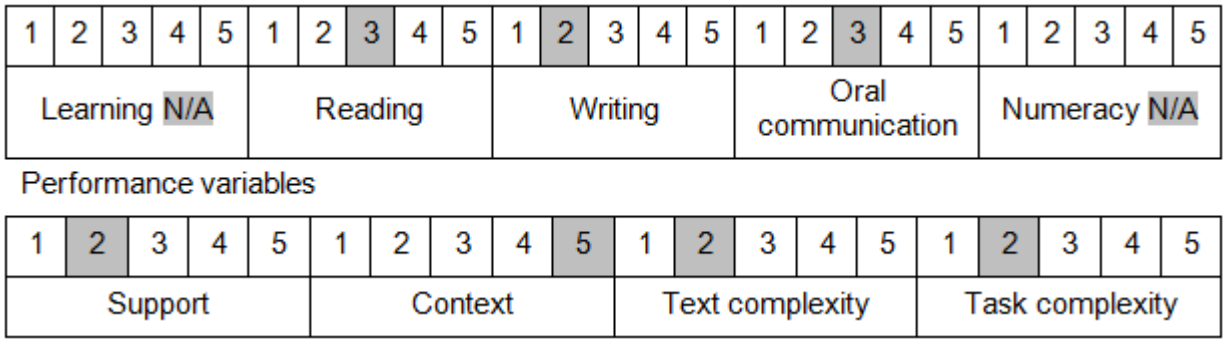
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM101C Operate a service rifle.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL003 Operate a service rifle

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- operating the weapon without any safety breaches
- adopting appropriate firing position
- aiming the service rifle
- applying immediate action and stoppage drills
- applying recognised safety precautions
- conducting weapon drills
- firing the weapon using, as a minimum, ball ammunition
- recognising the limit of own authority
- passing weapons training test
- firing the weapon qualification practice

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of the rifle and ammunition
- cycle of operation of the service rifle
- degrees of weapon readiness
- WHS requirements
- marksmanship principles

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- range safety
- safety precautions of the service rifle
- types of targets

Assessment Conditions

Competency should be assessed using live ammunition on a live firing range, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations in accordance with the current weapons pamphlet. This would include ‘dry’ assessment to ensure that a safe environment is maintained.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL004 Operate a light support weapon

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCM102C Operate a light support weapon. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.1 and 4.2 removed

Application

This unit describes the skills required to operate a light support weapon. This includes handling, maintaining, operating and firing the light support weapon and obtaining satisfactory engagement accuracy. The light support weapon would usually be carried and fired from the shoulder.

This unit applies to those working as a member of the Australian Defence Force.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under direct supervision, in accordance with the Rules of Engagement. They would perform specific tasks, in a broad range of contexts that could be unpredictable, focussing on applying safety requirements.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Handle a light support weapon	1.1 Handle and carry light support weapon. 1.2 Identify, select and handle ammunition. 1.3 Secure light support weapon.
2. Maintain a light support weapon	2.1 Strip and assemble light support weapon. 2.2 Clean light support weapon and associated equipment. 2.3 Clean, inspect, carry and secure ammunition. 2.4 Identify and rectify defects within limits of authority or report to supervisor. 2.5 Complete documentation.
3. Operate a light support weapon	3.1 Fill and empty light support weapon magazine. 3.2 Conduct weapon drills. 3.3 Apply marksmanship principles. 3.4 Adopt fire positions according to environment and threat. 3.5 Employ weapon equipment.
4. Fire a light support weapon	4.1 Fire light support weapon. 4.2 Identify and engage targets. 4.3 Comply with safety brief and/or practice brief when firing the weapon.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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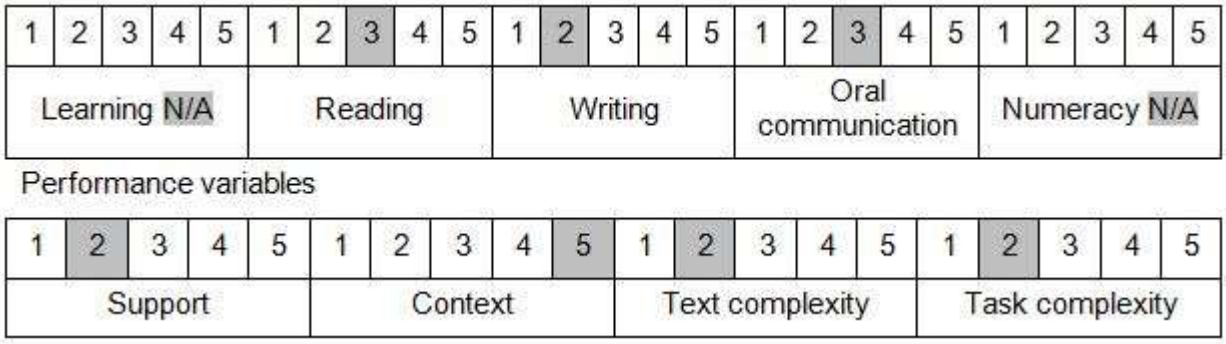
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM102C Operate a light support weapon.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL004 Operate a light support weapon

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- adopting appropriate firing position
- aiming the light support weapon
- applying immediate action and stoppage drills
- applying recognised safety precautions
- conducting weapon drills
- firing the weapon using, as a minimum, ball ammunition
- recognising the limit of own authority
- passing the weapon training test
- passing the qualification practice

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of the light support weapon and ammunition
- cycle of operation of the light support weapon
- degrees of weapon readiness
- WHS requirements
- marksmanship principles

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- range safety
- safety precautions of the light support weapon
- types of targets

Assessment Conditions

Competency should be assessed using live ammunition on a live firing range, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations in accordance with the current weapons pamphlet. This would include ‘dry’ assessment to ensure that a safe environment is maintained.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL005 Operate a service hand grenade

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCM103C Operate a service hand grenade. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Elements 1 and 2 merged • All PC in elements 1 and 2 revised • PC 3.2, 3.3 and 3.6 merged • PC 3.4 and 3.5 removed

Application

This unit describes the skills required to operate a service hand grenade, which may include drill, high explosive, and practice grenades. This includes handling, maintaining, throwing the grenade and obtaining a satisfactory throwing accuracy.

This unit applies to those working as a member of the Australian Defence Force.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under direct supervision, in accordance with the Rules of Engagement. They would perform specific tasks, in a broad range of contexts that could be unpredictable, focussing on applying safety requirements.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Military Skills

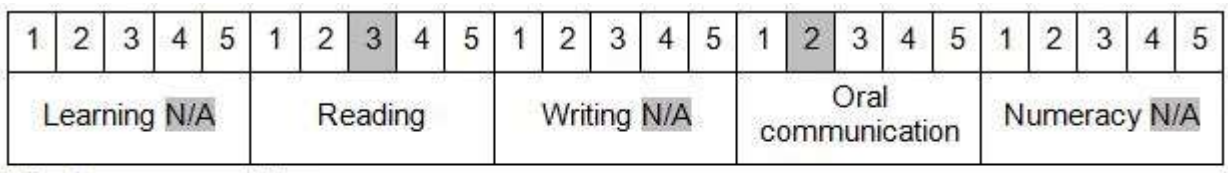
Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Handle and maintain a service hand grenade	1.2 Identify and select service hand grenade in accordance with supervisor's instructions and operational requirements. 1.3 Handle and carry service hand grenade. 1.4 Secure service hand grenade. 1.5 Clean service hand grenade.
2. Operate a service hand grenade	2.1 Conduct grenade drills. 2.2 Throw the grenade after adopting throwing position and by applying throwing principles complying with Range Safety Brief and Practice Brief.

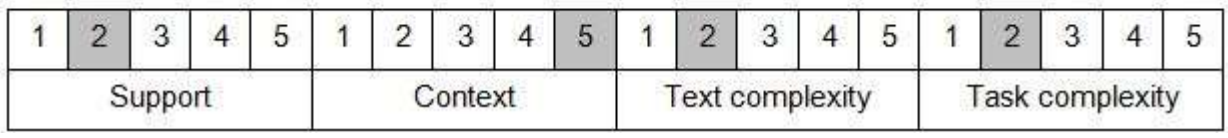
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Performance variables



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

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Unit Mapping Information

This unit supersedes and is equivalent to DEFCM103C Operate a service hand grenade.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL005 Operate a service hand grenade

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- demonstrating use of a hand grenade while applying recognised safety precautions
- conducting all grenade drills
- recognising the limit of own authority

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of the service hand grenade
- WHS requirements
- range safety
- weapon drills

Assessment Conditions

Competency should be assessed using a live grenade usually on a live firing range, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations in accordance with the current weapons pamphlet. This would include ‘dry’ assessment to ensure that a safe environment is maintained.

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The assessment must include the handling and throwing of live HE grenades and achievement of blast effect on the targets.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL006 Operate in a threat environment

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCM104C Operate in a threat environment. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Elements 2 and 3 merged • PC 1.2 and 1.3 merged, 2.1 and 3.1 merged, 2.2 and 3.2 merged

Application

This unit describes the skills required to apply offensive and defensive operational procedures as a member of a team within a threat environment. These operational methods are based on principles that support the conduct of any mission carried out in a threat environment.

This unit was developed for combat arms personnel within an operational zone in Defence but may be relevant to others working in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as individuals and as part of a team, under direct and/or indirect supervision. They would use discretion and judgement and take responsibility for the quality of their outputs, while performing specific tasks, in a range of unpredictable contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Apply fieldcraft techniques	1.1 Receive, interpret and carry out orders and instructions. 1.2 Apply fieldcraft techniques while carrying out tasks.
2. Employ defensive and offensive measures	2.1 Employ defensive and/or offensive measures. 2.2 Deal with enemy offensive and/or defensive measures and tactics.
3. Comply with the conventions of armed conflict	3.1 Comply with laws of armed conflict. 3.2 Follow Rules of Engagement, Orders for Opening Fire and Orders for Use of Force. 3.3 Guard prisoners of war in accordance with the laws of armed conflict and operational requirements. 3.4 Care for and protect prisoners of war, captured persons, detainees and civilians.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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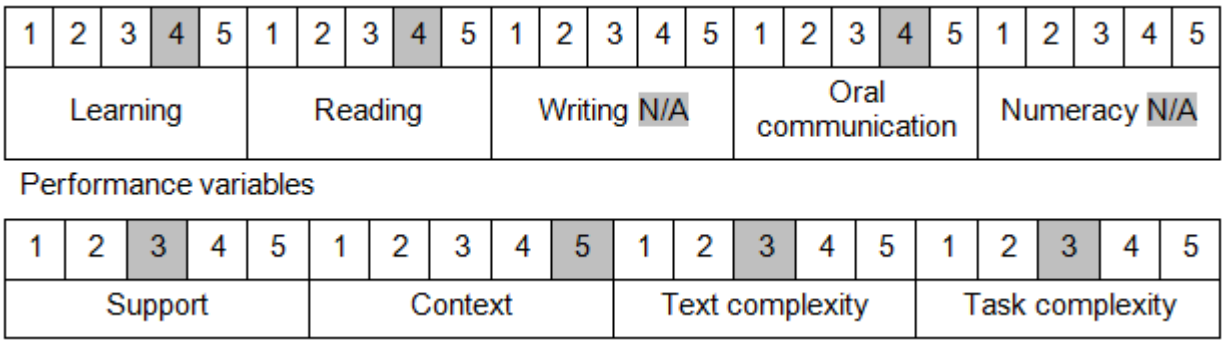
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM104C Operate in a threat environment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL006 Operate in a threat environment

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying obstacle crossing drills
- applying mine and booby trap incident drills
- digging fighting pits to directed specifications
- erecting wire obstacles under supervision
- handling detainees, prisoners of war and civilians
- hardening fighting positions
- undertaking tactical movement on foot
- employing fieldcraft, offensive and defensive measures
- complying with the Laws of Armed Conflict

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- principles of fieldcraft
- Rules of Engagement
- detection avoidance techniques
- duties and responsibilities of an individual member of a tactical team
- field routine within a tactical environment
- Laws of Armed Conflict

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- Orders for Opening Fire
- Orders for the Use of Force
- tactical terminology and orders
- use of field equipment: webbing, hoochie, rope, military pack

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL007 Participate in ceremonial activities

Modification History

Release 2.0

This unit was released in DEF Defence Training Package Release 2.2.

Application

This unit describes the skills required to perform ceremonial drill movements and to participate in ceremonial activities. Ceremonial drill fosters discipline, teamwork and a sense of collective identity while providing an appropriate means to physically commemorate the unique history, customs and traditions of Defence service.

This unit applies to personnel undertaking training relevant to the Defence Organisation and the development of relevant skills and attributes.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work both individually and as part of a team, under direct supervision, performing specific tasks in a limited range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Prepare for ceremonial activities**	**1.1**	Prepare clothing, accessories and equipment for drill and ceremonial activities.
		1.2	Practise drill movements to achieve the required standards.
2	**Participate in ceremonial activities**	**2.1**	Wear clothing, accessories and equipment to the high standard required for ceremonial activities.

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2.2 Execute all drill movements as required for the relevant ceremonial activity.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Supersedes and is equivalent to DEFCM105C Participate in ceremonial activities

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL007 Participate in ceremonial activities

Modification History

Release 2.0

This unit was released in DEF Defence Training Package Release 2.2.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and includes:

- performing ceremonial drill manoeuvres, including:
- turns and inclines at the halt and on the march
- performing eyes right and left
- open and close order on the march
- forming ranks, standing at ease, standing easy, advancing in review order
- leaving ranks, reporting to an officer and being dismissed
- performing salutes

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- fronts and flanks
- generic parade sequences
- meaning of words of command
- preparation of clothing and equipment in accordance with Standing Orders for Dress
- purpose of drill
- types of ceremonial activities that employ drill

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in suitable workplace operational situations. Where this is not appropriate, assessment must occur in suitable simulated workplace operational situations

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reflecting actual industry workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, facilities, equipment and personal protective equipment currently used in the industry
- applicable documentation relevant to the industry including workplace procedures, industry standards, equipment specifications, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL008 Display the attributes of Defence personnel

Modification History

Release 2.0

This unit was released in DEF Defence Training Package Release 2.2.

Application

This unit describes the skills required to work ethically while upholding the relevant values and exhibiting the qualities required by Defence personnel regardless of the environment.

This unit applies to those working as personnel within the Defence organisation.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under direct supervision. They would use discretion and judgement and take responsibility for the quality of their outputs. They would perform specific tasks, in a broad range of contexts that could be unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Uphold the values and ethos of the Australian Army**	**1.1**	Reflect Defence organisation values in all actions and behaviours.
		1.2	Assimilate ethos of the Defence organisation.
2	**Exhibit the qualities of an Australian soldier**	**2.1**	Demonstrate self-discipline.
		2.2	Maintain standards of dress and bearing.

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	2.3	Maintain a positive attitude to Defence service.
	2.4	Comply with organisational policies and guidelines in personal work practices and relationships with colleagues.
	2.5	Provide impartial, substantiated, accurate and complete verbal and written advice and reports.
	2.6	Use public resources in accordance with Defence ethical standards and guidelines.
3 Deal with ethical situations	**3.1**	Comply with organisational policies/codes on the prevention and reporting of unethical conduct.
	3.2	Report unethical conduct.
	3.3	Resolve or refer situations which pose ethical problems.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Supersedes and is equivalent to DEFCM106C Display the attributes of an Australian soldier.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL008 Display the attributes of Defence personnel

Modification History

Release 2.0

This unit was released in DEF Defence Training Package Release 2.2.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and includes:

At least two ethical problems should be posed requiring a response or action that can be assessed.

- being aware of self and others
- developing character
- displaying:
- daily living skills
- dedication to duty
- initiative
- loyalty and honour
- mateship and teamwork
- the will to win
- physical and moral courage
- compassion and honesty towards others
- coping with the demands of service life
- performing tasks within a Defence context
- accepting new challenges that are a feature of service life
- recognising the fundamental importance of the Defence team

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- organisational drug policy
- organisational security
- arrest, charges, rights of an accused
- customs, uniforms and ranks of the Defence organisation
- Defence Force Discipline Act and common military offences
- organisation of the Defence and the Australian Defence Force (ADF)
- performance assessment system

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- requirement for appropriate Defence conduct

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in suitable workplace operational situations. Where this is not appropriate, assessment must occur in suitable simulated workplace operational situations reflecting actual industry workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, facilities, equipment and personal protective equipment currently used in the industry
- applicable documentation relevant to the industry including workplace procedures, industry standards, equipment specifications, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL009 Integrate into the Defence working environment

Modification History

Release 2.0

This unit was released in DEF Defence Training Package Release 2.2

Application

This unit describes the skills required by young Australians to integrate themselves into a challenging Defence-like work environment.

This unit applies to personnel with a range of experiences and challenges who will develop skills and values that will usually include teamwork, leadership, work ethos, self-discipline, self-reliance and initiative.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would perform routine tasks under direct supervision in small range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Identify organisational requirements	**1.1** Comply with protocols for dealing with the Defence Organisation personnel and with policies and procedures including Work Health and Safety (WHS)
	1.2 Communicate within the organisation.
	1.3 Seek assistance within the organisation as required.
	1.4 Carry out personal administration requirements.

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	1.5	Maintain standards of dress and bearing.
	1.6	Display Defence code of ethical conduct and organisation values.
2 Participate in personal development activities	**2.1**	Implement team work while participating in activities.
	2.2	Follow directions from superior and plan activities to achieve the desired outcome.
	2.3	Seek and act upon formal and informal performance feedback.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Supersedes and is equivalent to DEFDC001B - Integrate into the cadet working environment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL009 Integrate into the Defence working environment

Modification History

Release 2.0

This unit was released in DEF Defence Training Package Release 2.2.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and includes:

- accessing organisational information
- encouraging team members
- following instructions and directives
- reading and understanding organisational policies and guidelines
- working in a team.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- Defence Organisation policy on ethical conduct and procedures for reporting unethical behaviour
- organisational codes of conduct and Defence values
- equal employment opportunity, equity and diversity principles
- nature of attitudes, values and beliefs
- WHS requirements
- techniques for supporting team members.

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in suitable workplace operational situations. Where this is not appropriate, assessment must occur in suitable simulated workplace operational situations reflecting actual industry workplace conditions.

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Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, facilities, equipment and personal protective equipment currently used in the industry
- applicable documentation relevant to the industry including workplace procedures, industry standards, equipment specifications, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL010 Operate a 22 gauge rifle

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCM006B Operate a 22 gauge rifle. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.1 removed • Elements 3 and 4 merged

Application

This unit describes the skills required to operate a single bolt action 22 calibre long rifle on a legal range. Operating a 22 gauge rifle involves the ability to safely handle, maintain, operate and fire the 22 gauge rifle. The operator must be familiar with the characteristics and capabilities of the rifle.

This unit applies to those required to operate a 22 gauge rifle.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision and will always operate under direct orders. They would perform specific tasks in a known context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Military Skills

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Safely handle a 22 gauge rifle	1.1 Handle and carry a 22 gauge rifle. 1.2 Identify, select and handle ammunition. 1.3 Secure a 22 gauge rifle.
2. Safely maintain a 22 gauge rifle	2.1 Strip and assemble a 22 gauge rifle. 2.2 Clean and service a 22 gauge rifle and associated equipment. 2.3 Identify and rectify defects within limits of authority or report to supervisor. 2.4 Complete documentation.
3. Safely operate a 22 gauge rifle	3.1 Conduct weapon drills. 3.2 Apply marksmanship principles. 3.3 Employ weapon equipment. 3.4 Fire a 22 gauge rifle 3.5 Comply with range safety brief and practice brief when firing a 22 gauge rifle. 3.6 Recognise problems and take actions. 3.7 Identify and engage targets.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	**3**	4	5	1	2	**3**	4	5	**1**	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy NA				

Performance variables

1	**2**	3	4	5	1	**2**	3	4	5	1	2	**3**	4	5	1	2	**3**	4	5
Support					Context					Text complexity					Task complexity				

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM006B Operate a 22 gauge rifle.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL010 Operate a 22 gauge rifle

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying recognised safety precautions
- interpreting fire control orders
- conducting the following firearm drills:
  - degrees of weapon readiness
  - immediate action and stoppage
  - safety precautions including checking clearances
- recognising the limit of own authority

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of the rifle and ammunition
- degrees of weapon readiness
- marksmanship principles
- safety precautions of the 22 gauge rifle
- types of targets

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Competency should be assessed using live ammunition on a live firing range.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL011 Conduct individual and collective ceremonial drill

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCM132 Conduct individual and collective ceremonial drill. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to supervise groups in the conduct of collective ceremonial drill movements and to perform specific individual drill movements with a cane, including:

- advance in review order
- change from slow to quick time and quick to slow time
- form two ranks from three and three ranks from two
- forms in slow and quick time
- march in line in slow and quick time
- open and close order on the march

Collective ceremonial drill fosters discipline, team work and a sense of collective identity while providing an appropriate means to physically commemorate the unique history, customs and traditions of military service.

This unit was developed for Defence personnel who are required to participate in and lead ceremonial drill, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

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Those undertaking this unit would work independently. They use discretion and judgement, and take responsibility for the quality of their outputs. They would perform routine tasks in mainly predictable contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Supervise collective ceremonial drill	1.1 Identify appropriate type of collective ceremonial drill activity. 1.2 Plan for a collective ceremonial drill activity. 1.3 Conduct collective drill instruction in accordance with prescribed format. 1.4 Set and display standards of dress, bearing and collective drill movements.
2. Perform cane drill	2.1 Rehearse cane drill movements and correct faults. 2.2 Perform cane drill movements in accordance with the manual.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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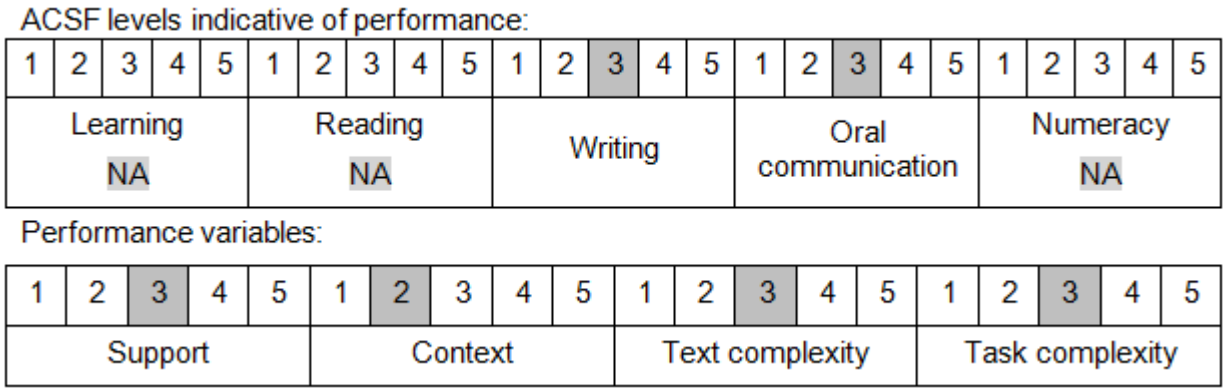

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM132 Conduct individual and collective ceremonial drill.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL011 Conduct individual and collective ceremonial drill

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- communicating interactively with others using words of command
- leading by example
- performing drill movements
- controlling a team/group

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- drill and ceremonial orders of dress
- format for the conduct of collective drill lessons
- formations for ceremonial drill
- work health and safety (WHS)
- protocol for funerals and guards of honour
- purpose of national flag and methods of paying compliments
- types of colours, flags and banners; entitlements, display and paying of compliments
- words of command required to direct ceremonial occasions

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Assessment Conditions

Competency should be assessed in the workplace or in a simulated workplace environment and must be demonstrated over time covering all of the following drill movements:

- beating the retreat
- birthday, graduation and passing out parades
- catafalque parties
- freedom of entry to towns or cities
- funerals
- guards
- presentation of colours, guidons or banners
- unit parades

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL021 Observe and monitor hostile areas to detect targets

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA001B Operate remote sensors to detect targets. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to observe and/or listen for targets remote from the target acquisition assets and to provide information to stakeholders. This observation is normally conducted by at least two people; one person will be the observer and one will record the data. This unit covers both roles.

This unit was developed for those working in Defence as combat arms personnel required to observe and/or listen for targets remote from the target acquisition assets and to provide information to stakeholders in a deployed operational environment but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work in pairs under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their outputs. They would perform specific tasks in a broad range of unpredictable contexts.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

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Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Occupy and prepare a location	1.1 Occupy vantage point and maintain concealment. 1.2 Establish occupied position. 1.3 Establish reference points and document information. 1.4 Observe and monitor possible threats so that an appropriate plan of action can be prepared.
2. Detect target/s	2.1 Establish target position via aural and visual observation, and estimate bearing and distance. 2.2 Identify and classify threat (if present) through visual or aural recognition, or by crater analysis. 2.3 Estimate enemy capability. 2.4 Monitor hostile action from prepared position. 2.5 Maintain communications with stakeholders.
3. Provide information on target to stakeholders	3.1 Describe target to stakeholders. 3.2 Maintain records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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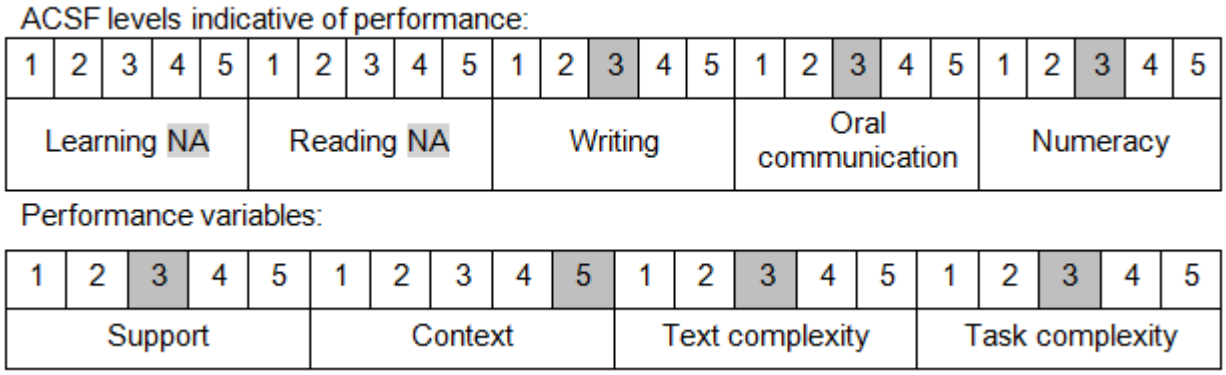

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA001B Operate remote sensors to detect targets.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL021 Observe and monitor hostile areas to detect targets

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- occupying and establishing a vantage point/observation post
- observing and monitoring a selected area
- identifying a threat through visual or aural means

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- communication procedures
- safety associated with the operations
- situational awareness

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL022 Operate remote sensors to detect targets

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA002B Operate remote sensors to detect targets. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to install sensors as directed by the operational plan in order to detect targets and to provide information to a remote control facility.

This unit was developed for those working in Defence as combat arms personnel required to install sensors as directed by the operational plan in order to detect targets and to provide information to a remote control facility in a deployed operational environment but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team and will be under direct and/or indirect supervision. They would use discretion and judgement, and take responsibility for the quality of their outputs. They would perform specific tasks in a broad range of unpredictable contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for operation	1.1 Receive purpose and requirement of the surveillance activity from written or verbal instructions issued by supervisor. 1.2 Confirm task specifications and clarify where necessary with supervisor. 1.3 Identify and select surveillance equipment required for the task. 1.4 Check surveillance equipment for serviceability.
2. Prepare and maintain a location	2.1 Occupy designated position, establish reference points and document information. 2.2 Deploy surveillance equipment. 2.3 Confirm optimal configuration with supervisor. 2.4 Test equipment to ensure functionality. 2.5 Camouflage site. 2.6 Maintain communications with stakeholders. 2.7 Conduct operational maintenance.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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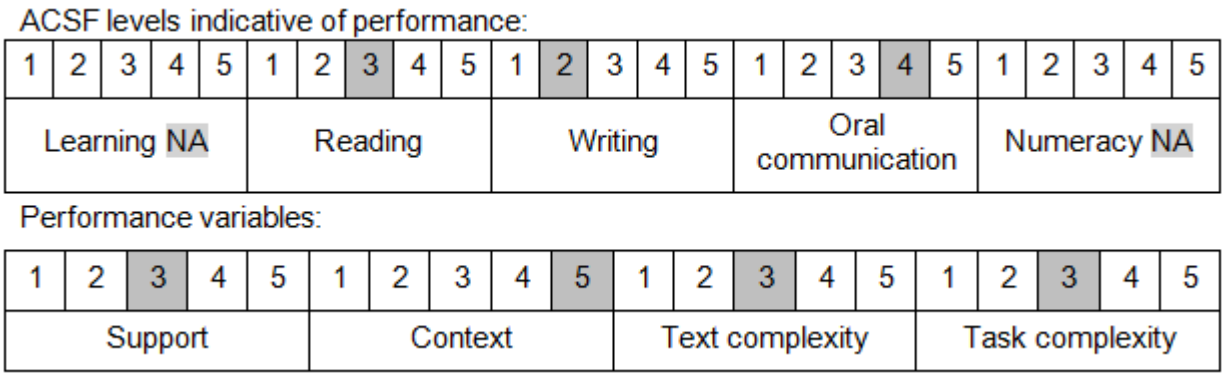

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA002B Operate remote sensors to detect targets.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL022 Operate remote sensors to detect targets

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying operational safety
- conducting equipment maintenance
- applying fieldcraft skills including tactical movement and camouflage
- selecting the appropriate configuration and location of remote sensors
- installing and maintaining remote sensors physically
- maximising the desired coverage of hostile areas

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics and effects of hostile and friendly equipment and weapons
- nature of the threat environment
- relevant WHS constraints
- Rules of Engagement
- sensor equipment characteristics and limitations
- tactical techniques and procedures
- target recognition

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL023 Operate a radar to locate targets

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA003B Operate a radar to locate targets. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.1 removed

Application

This unit describes the skills required to operate a radar in order to locate targets and to provide information as directed by the operational plan. Operation of the radar may include: classification, identification, location and navigation.

This unit was developed for those required to operate a radar but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team and under direct or indirect supervision. They would use discretion and judgement, and take responsibility for the quality of their outputs. They would perform specific tasks in a range of unpredictable contexts.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

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Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Set up radar	1.1 Prepare radar for operation. 1.2 Initialise radar. 1.3 Confirm operational performance and accuracy of the radar and take action where performance is out of limits. 1.4 Detect and discount misrepresentations and false echoes.
2. Operate radar	2.1 Interpret and use radar data to assist command decisions, taking into account known limitations and errors associated with the equipment. 2.2 Resolve faults or difficulties within the operator's ability. 2.3 Refer any faults or difficulties beyond the operator's ability to correct to supervisor and take action as directed. 2.4 Provide data to supervisor or user. 2.5 Complete administration. 2.6 Conduct operational maintenance.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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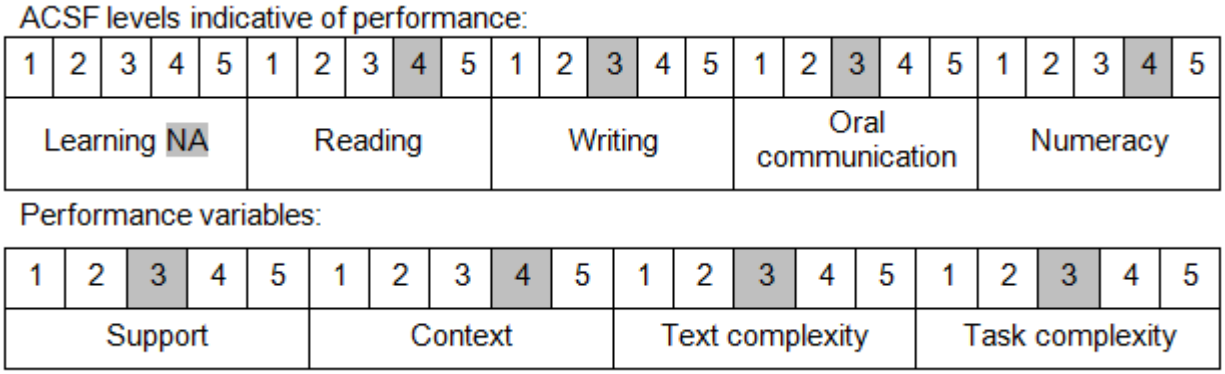

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA003B Conduct military searches.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL023 Operate a radar to locate targets

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying operational safety
- conducting equipment maintenance
- applying fieldcraft skills including tactical movement and camouflage
- carrying out each operator task

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics and effects of hostile and friendly equipment and weapons
- nature of the threat environment
- radar equipment characteristics and limitations
- relevant WHS constraints
- Rules of Engagement
- tactical techniques and procedures
- target recognition

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL024 Conduct military searches

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA004B Conduct military searches. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.5 removed • PC 2.3 and 3.2 revised

Application

This unit describes the skills required to conduct military searches of areas, routes, vehicles, buildings, property and people to find items of equipment and other material intended to cause harm to individuals and groups and destroy or damage property. It includes detecting, identifying and reporting the presence of any weapon, device or other object intended to cause harm and taking measures to prevent and/or minimise any loss or damage to persons or property. On detecting a device the individual is not responsible for ongoing management of the incident or rendering the device safe.

This unit was developed for those working as combat arms personnel in a deployed operational environment but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their outputs. They would perform specific tasks in a broad range of contexts that could be highly unpredictable.

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No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for search operations	1.1 Identify purpose, timing, environment and type of search from supervisor. 1.2 Establish and maintain the location of other individuals engaged in the search. 1.3 Select and use appropriate personal protective equipment. 1.4 Identify, obtain, inspect and test tools and search equipment appropriate to the type of search and report any faults. 1.5 Deploy to an incident site or search area. 1.6 Coordinate the preparation of the search site and the conduct of searches with other agencies.
2. Search buildings, structures, property, vehicles, equipment, personnel and the environment	2.1 Erect barriers and signs, as required, to slow down or stop pedestrian and/or vehicular traffic and to direct them to checkpoints for search. 2.2 Carry out search drills/procedures applicable to the type of search. 2.3 Identify presence of unauthorised personnel and/or suspect items and material. 2.4 Secure unauthorised personnel and/or suspect items or take other relevant action. 2.5 Protect potential evidence and/or other items or material of interest from contamination, improper handling or removal. 2.6 Record information and complete reports.
3. Maintain and clean site and equipment	3.1 Return any items removed from suspects or the area for further examination in the condition found. 3.2 Conduct periodic and routine maintenance of equipment. 3.3 Identify and report faulty/defective equipment.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Learning NA	Reading NA	Writing	Oral communication	Numeracy NA

Performance variables:

1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Support	Context	Text complexity	Task complexity

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA004B Conduct military searches.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL024 Conduct military searches

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- selecting and using items of equipment appropriate to the type of search and the environment
- employing correct search drills and procedures for personnel and property
- protecting evidence

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- WHS requirements
- policies and procedures, government legislation and international conventions related to conducting searches
- safety and security of persons and property during searches
- duty of care
- teamwork principles and strategies
- techniques for supporting others
- composition of teams and roles and responsibilities of team members
- verbal and non-verbal communication techniques including language style, active listening
- written communication to a level required to complete workplace forms and reports

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL025 Operate Defence communications equipment

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA011 Operate Defence communications equipment. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.1 removed • Elements 1 and 2 merged

Application

This unit describes the skills required to select, set up, inspect, operate and maintain communications equipment prior to deployment and once in location. The unit also covers the ability to manage contingencies such as lost communications, jamming and interference, and implementing the necessary protocols to maintain or re-establish communications. The individual will also be responsible for establishing and maintaining communications. Compliance with radio telephone procedure, including authentication procedures, is an essential part of this unit.

This unit was developed for those working as combat arms personnel required to operate communications equipment in a deployed operational environment but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

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Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a broad range of unpredictable contexts.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Use communications systems and equipment	1.1 Select, inspect and test communication equipment appropriate to the task and report faults. 1.2 Set up and operate communication equipment using authorised radio telephone procedure. 1.3 Utilise communication systems to facilitate the transmission and reception of voice and data. 1.4 Acknowledge contact, confirm communication and take action as required. 1.5 Manage communication faults and deficiencies and utilise alternative communication strategies when required. 1.6 Process and record communications.
2. Maintain communications equipment	2.1 Apply fault finding techniques and conduct basic maintenance and routine servicing. 2.2 Identify faulty equipment, note for repair by completing documentation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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ACSF levels indicative of performance:

1	2	**3**	4	5	1	2	3	**4**	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA					

Performance variables:

1	2	**3**	4	5	1	2	3	4	**5**	1	2	**3**	4	5	1	2	**3**	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA011 Operate Defence communications equipment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL025 Operate Defence communications equipment

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- identifying basic equipment faults
- operating current radio equipment, including secure equipment
- reporting communications faults and deficiencies
- using radio telephone procedure, including codes
- utilising communications systems
- setting up and operating the current in-service, secure and insecure, communications equipment
- utilising correct radio telephone procedure
- maintaining communications using alternative strategies when contact is lost

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- classified material handling procedures
- communications protocols, policy and procedures relevant to the operation of communications equipment
- composition of teams and roles and responsibility of team members
- message formats
- principles of teamwork and teams, aims and objectives
- radiation hazard (RADHAZ) awareness

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- radio telephone procedure, including the use of codes
- range of communications equipment and accessories available
- security procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL026 Perform an individual static line parachute descent

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA012 Perform an individual static line parachute descent. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 4.5 removed • PC 4.6 revised

Application

This unit describes the skills required to perform static line parachute descents carrying combat equipment by day or night. The addition of combat equipment adds considerable weight and bulk which affects all aspects of the descent.

This unit was developed for Defence personnel required to perform static line parachute descents carrying combat equipment in a deployed operational environment but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team under direct and/or indirect supervision. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a broad range of unpredictable contexts.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

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Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for static line parachute descent carrying combat equipment	1.1 Confirm instructions to conduct a static line parachute descent with combat equipment. 1.2 Select and fit equipment and inspect for serviceability. 1.3 Quarantine and report unserviceable equipment.
2. Complete on board aircraft procedures carrying combat equipment	2.1 Board aircraft with equipment and position and secure both self and equipment. 2.2 Communicate verbally and non-verbally with other personnel on board. 2.3 Carry out safety checks.
3. Exit from the aircraft and descend carrying combat equipment	3.1 Exit aircraft carrying combat equipment using approved techniques. 3.2 Conduct relevant drills to detect and rectify malfunctions. 3.3 Maintain situational awareness maintained during day or night descents. 3.4 Communicate verbally and non-verbally with other paratroopers as required. 3.5 Control canopy using basic flight and canopy control techniques. 3.6 Carry out in flight combat equipment drills. 3.7 Assess emergency situations and apply the correct drills to rectify the situation.
4. Land on a drop zone with combat equipment	4.1 Identify designated drop zone. 4.2 Lower combat equipment. 4.3 Apply landing and/or emergency landing techniques to land in accordance with environmental conditions. 4.4 Apply harness release and drag procedures. 4.5 Clear drop zone.
5. Complete static line post descent procedures	5.1 Review performance during the individual static line parachute descent. 5.2 Complete log card.

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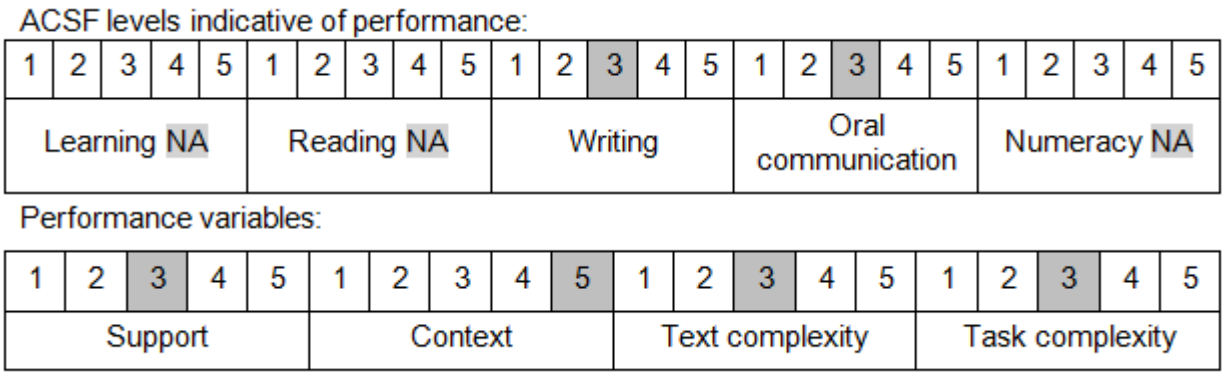
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA012 Perform an individual static line parachute descent.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL026 Perform an individual static line parachute descent

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying situational awareness during canopy flight
- using exit techniques canopy control techniques landing techniques
- carrying out basic flight drills malfunction drill
- applying harness release and drag procedures
- conducting individual safety checks
- undertaking day or night static line parachute descents while carrying combat equipment
- applying approved procedures, techniques and drills for exiting aircraft, canopy flight and landing while carrying combat equipment
- applying correct drills for emergency situations while carrying combat equipment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- emergency situations

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Assessment Conditions

Competency should be demonstrated over time and across a range of simulated or actual workplace situations, including a number of individual static line parachute descents with combat equipment and including at least one night descent, supported by simulated malfunctions and other emergencies.

Competency must be assessed during the preparation and performance of actual static line parachute descents by day or night carrying combat equipment, although due to safety limitations, assessment of the individual's response to malfunctions and other emergencies will need to be undertaken in a simulated environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL027 Perform a team free fall parachute descent

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA013 Perform a team free fall parachute descent. • Unit code updated. • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 3.2 and 3.3 merged • Element 5 all PC reordered

Application

This unit describes the skills required to perform a free fall parachute descent, carrying combat equipment, as part of a team. Descents commence from an altitude below 12 000 feet above mean sea level and land on a drop zone during day and night. Team military free fall parachute descents are a method of deploying a team from an aircraft into an operational area and involve the exercise of both individual and team responsibilities.

This unit was developed for military personnel required to perform a free fall parachute descent in a deployed operational environment but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team, under direct and/or indirect supervision. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a broad range of unpredictable contexts.

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No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for a team free fall parachute descent with combat equipment	1.1 Confirm instructions to conduct a team free fall parachute descent. 1.2 Select, fit and pack equipment and inspect for serviceability. 1.3 Quarantine and report unserviceable equipment. 1.4 Rehearse conduct of the descent with team members prior to boarding the aircraft.
2. Complete on board aircraft procedures with combat equipment	2.1 Board aircraft with equipment and position and secure self and equipment. 2.2 Communicate verbally and non-verbally with other personnel on board. 2.3 Carry out safety checks.
3. Exit from the aircraft and descend by free fall as a member of a team while carrying combat equipment	3.1 Exit the aircraft using team techniques. 3.2 Establish and maintain stability in free fall flight and recover from instability when necessary. 3.3 Establish and maintain relative position within the team. 3.4 Maintain situational awareness during day and night descents. 3.5 Carry out individual and team free fall positions and manoeuvres. 3.6 Communicate verbally and non-verbally with other paratroopers as required.
4. Control a ram air canopy descent as a member of a team while carrying combat equipment	4.1 Activate parachute to open at a designated time or height. 4.2 Conduct relevant drills to detect and rectify malfunctions and routine opening problems. 4.3 Identify team leader and team members after canopy opening during day and night descents. 4.4 Maintain team day and night descent using canopy control and manoeuvre techniques. 4.5 Conduct controllability checks and malfunction drills.

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	4.6 Assess contingency and emergency situations and apply the correct drills to rectify the situation.
5. Land on a drop zone as a member of a team while carrying combat equipment	5.1 Identify designated drop zone marking and wind indicators for day and night descents and plan target approach. 5.2 Lower combat equipment at the correct height during approach. 5.3 Apply target approach techniques to land in accordance with environmental conditions. 5.4 Complete emergency landings drills. 5.5 Apply harness release and drag procedures. 5.6 Clear drop zone without adversely affecting other team members.
6. Complete free fall post descent procedures	6.1 Review performance during team free fall parachute descent. 6.2 Complete documentation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading NA					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA013 Perform a team free fall parachute descent.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL027 Perform a team free fall parachute descent

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- maintaining situational awareness during free fall descent and canopy flight
- using exit techniques, canopy control techniques, landing techniques
- maintaining free fall positions
- carrying out activation drills, malfunction drills, emergency drills

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- controllability checks
- effect of environmental conditions on parachuting
- contingency and emergency situations while carrying combat equipment

Assessment Conditions

Competency should be demonstrated over time and across a range of simulated or actual workplace situations involving a number of team parachute descents carrying combat equipment, supported by simulated opening problems, malfunctions and other contingencies and emergencies.

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Competency must be assessed during the preparation and performance of actual free fall parachute descents as part of a team, carrying combat equipment, although due to safety limitations, assessment of the individual's response to routine problems, malfunctions and other contingencies and emergencies will need to be undertaken in a simulated environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL028 Navigate in remote and unmodified landscapes

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA014 Navigate in remote and unmodified landscapes. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to navigate in remote and unmodified landscapes. In the context of this unit an unmodified landscape is one with few modifications to the natural surface or the natural environment so that track alignment is indistinct and signage is generally not provided. The area may include steep sections of unmodified surfaces and other difficult terrain and man-made hazards. In a military context the navigation can be conducted on foot (for example; infantry) or by vehicle (for example; armour). This unit of competency requires the individual to navigate by both day and night to a destination, within standard tolerances of accuracy, without the use of electronic navigation aids such as GPS.

This unit was developed for military personnel required to operate in remote and unmodified landscapes usually in a deployed operational environment, but is applicable to any individual who is required to navigate in remote and unmodified landscapes.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team under direct and/or indirect supervision. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a broad range of unpredictable contexts.

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No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Use a map	1.1 Select the type of map(s) suitable for the activity. 1.2 Identify possible sources of error and inaccuracies on the map. 1.3 Identify symbols and information contained on the map that may be used in navigation. 1.4 Identify the way in which relevant symbols and information on the map can be used in navigation.
2. Use a compass	2.1 Identify the essential features of a compass. 2.2 Use a compass to maintain a designated course. 2.3 Use a compass to reflect understanding of factors which affect accuracy.
3. Plan a route in unmodified landscapes	3.1 Apply symbols and information contained on the map to plan an efficient route/course suitable to navigation and equipment. 3.2 Obtain additional information to assist in the preparation of a navigation data sheet from the map and from other suitable sources of information. 3.3 Identify hazards and obstacles to the route. 3.4 Prepare a navigation data sheet/route card. 3.5 Identify emergency or contingency routes.
4. Navigate in unmodified landscapes	4.1 Maintain orientation of map to surroundings. 4.2 Identify possible sources of navigation error in specific locations. 4.3 Demonstrate combined use of map, compass and other techniques whilst following a route in unmodified landscapes. 4.4 Demonstrate techniques for distance estimations of travel in the absence of identifying features. 4.5 Maintain the designated course whilst bypassing hazards and obstacles.

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	4.6 Demonstrate maintenance of a course in unmodified landscapes. 4.7 Fix position accurately and regularly using a combination of appropriate navigation techniques. 4.8 Choose route for the surroundings and conditions. 4.9 Fix position and identify unknown features using navigation techniques when lost.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	**3**	4	5	1	2	**3**	4	5	1	2	3	**4**	5	1	2	3	4	5	1	2	**3**	4	5
Learning					Reading					Writing					Oral communication NA					Numeracy					

Performance variables:

1	2	**3**	4	5	1	2	3	4	**5**	1	2	**3**	4	5	1	2	**3**	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA014 Navigate in remote and unmodified landscapes.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL028 Navigate in remote and unmodified landscapes

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying problem solving techniques
- maintaining a compass bearing in poor visibility and/or extreme conditions
- observing surroundings
- making decisions
- plotting a navigation route accurately and within accepted tolerances when following a route
- maintaining positional awareness
- reacting effectively to changes in the operating environment that require re-planning
- navigating both by day and night
- navigating without the use of electronic navigation aids such as GPS
- calculating speed, distance and estimating time taken

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- cartographic symbols and legends
- grid/magnetic conversion
- map and chart types
- methods for determining current location
- route planning techniques and calculations

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- factors affecting navigation techniques in extreme environmental conditions
- map types and sources of error
- use of a compass and factors that affect their accuracy
- route planning and issues that should be considered in extreme environmental conditions
- estimation of travelling times in unmodified landscape and/or difficult terrain/conditions
- techniques for estimating distance travelled in poor visibility
- back bearings and resections
- techniques to navigate around obstacles

Assessment Conditions

Competency should be demonstrated navigating a route on a minimum of three occasions; with at least two navigations being conducted at night. The route should contain a number of legs requiring one or more changes in direction.

Competency must be assessed in an area that has an unmodified landscape.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL029 Supervise combat operations

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA015 Supervise combat arms operations. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.6, 3.5 and 4.1 removed

Application

This unit describes the skills required to command, lead and manage a combat organisation or detachment of up to 30 personnel under extreme conditions in a high risk environment. Members of the organisation or detachment may be drawn from military personnel from the armoured, artillery, engineer or infantry corps or a group made up of personnel from more than one corps.

This unit was developed for combat personnel required to deploy in an operational environment, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would typically work independently or as part of a team, under indirect supervision. They use discretion and judgement, lead by example and take responsibility for the quality of their outputs. They would perform complex tasks in a broad range of unpredictable and demanding contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify tasks and collect appropriate information	1.1 Determine requirement to conduct combat tasks from orders, and identify and apply appropriate standard procedures. 1.2 Determine and manage constraints imposed on tasks. 1.3 Identify and address training requirements. 1.4 Identify and manage resource requirements. 1.5 Report shortfalls/problems through the chain of command.
2. Plan and prepare for combat tasks	2.1 Identify and analyse information and intelligence in support of operations. 2.2 Identify and manage risk. 2.3 Conduct decision making process. 2.4 Identify and advise combat elements appropriate to the task. 2.5 Manage in-service resources allocated to the task. 2.6 Adjust plans to accord with resource availability. 2.7 Prepare and issue orders to combat organisations indicating their missions, tasks, resources, constraints and limitations. 2.8 Supervise and conduct battle procedure. 2.9 Liaise with stakeholders.
3. Conduct combat operations	3.1 Employ and/or coordinate appropriate supporting battlespace operating systems. 3.2 Modify plans to reflect changes in effort, resources and support. 3.3 Conduct operations as ordered, reallocating/adjusting resources to meet operational requirements. 3.4 Monitor operations to ensure efficiency of their conduct and achievement of the mission. 3.5 Action reported problems. 3.6 Provide reports.
4. Finalise combat operations	4.1 Conduct debriefing. 4.2 Conduct post activity analysis and make recommendations. 4.3 Compile and process reports and returns.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	**4**	5	1	2	**3**	4	5	1	2	3	**4**	5	1	2	**3**	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy **NA**					

Performance variables:

1	2	3	**4**	5	1	2	3	4	**5**	1	2	3	**4**	5	1	2	3	**4**	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA015 Supervise combat arms operations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL029 Supervise combat operations

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- allocating appropriate resources and personnel to the operations
- developing plans and delivering orders, instructions, directions and training programs
- commanding, directing, controlling, conducting, coordinating and monitoring subordinate organisations and activities
- providing reports and documentation
- coordinating multiple activities

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of relevant combat arms organisations
- organisation, tactics, techniques and procedures of the threat organisation
- resources, personnel skills and other requirements to conduct operations
- operational environment
- standard procedures and requirements for the conduct of operations
- reporting requirements and procedures associated with the conduct of operations
- safety precautions associated with the conduct of operations
- operational doctrine for the conduct of combat arms operations
- combat arms tactics, techniques and procedures

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL030 Use individual protective equipment in a CBRN threat environment

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA016 Use individual protective equipment in a CBRN threat environment. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to prepare and utilise individual protective equipment in chemical, biological, radiological or nuclear (CBRN) threat environment. The individual will be responsible for preparing the protective equipment prior to deployment and once in location utilising the equipment to provide individual protection from a CBRN threat. Compliance with procedures, including the functional testing of the equipment, is an essential part of this unit.

This unit was developed for military personnel required to operate in CBRN threat environment usually in a deployed operational environment, but is applicable to any individual who is required to complete this type of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team under direct and/or indirect supervision. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a broad range of unpredictable contexts.

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No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare respirator and protective clothing and equipment ensemble to meet CBRN threat	1.1 Identify, prepare, assemble and function test respirator and ensemble requirements. 1.2 Conduct user maintenance on respirator and ensemble. 1.3 Reject and/or report faulty equipment.
2. Plan and prepare for combat arms tasks	2.1 Use equipment to meet operational tasking and workplace requirements. 2.2 Work within a CBRN environment using authorised procedures to complete tasks including: decontamination reduction, detection of hazards. 2.3 Conduct confirmatory function testing of equipment periodically during operations.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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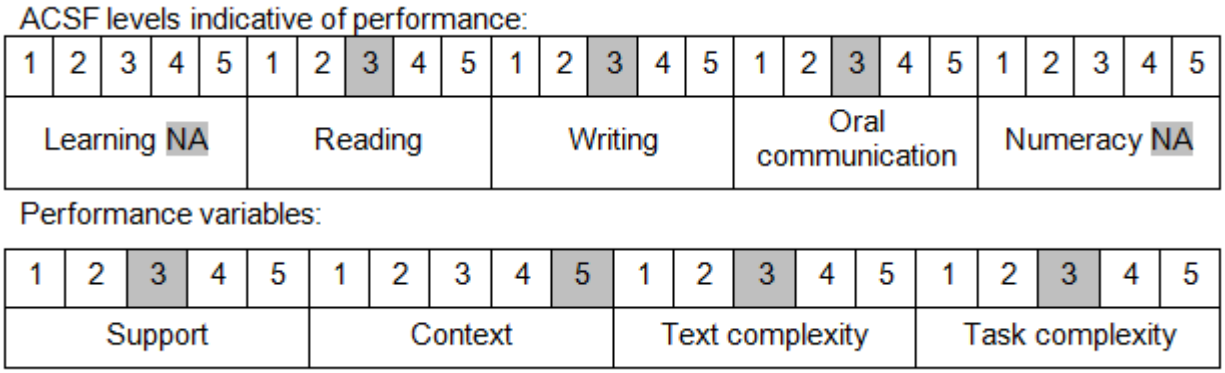

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA016 Use individual protective equipment in a CBRN threat environment

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL030 Use individual protective equipment in a CBRN threat environment

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- identifying, inspecting, preparing and cleaning respirator and clothing and equipment ensemble
- identifying basic equipment faults
- using respirator and ensemble
- providing reports on faulty equipment
- using authorised CBRN drills to detect threats/hazards
- carrying out decontamination hazard reduction measures
- preparing and utilising equipment to meet changes in the operating environment, changes in threat, detection of hazards and the occurrence of an CBRN incident

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- equipment preparation and handling procedures
- policy and procedures relevant to the operation of NBC equipment
- responsibilities of individuals for operating equipment
- CBRN threat awareness
- CBRN individual protective procedures
- respirator and clothing and PPE available for use

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Assessment Conditions

Competency should be demonstrated over time and across a range of simulated or actual workplace situations and is to include exposure to CS gas or a similar non-lethal chemical agent.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL041 Operate and maintain an armoured vehicle

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA104 Operate and maintain an armoured vehicle. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.4 removed • PC 1.1 and 1.2 revised

Application

This unit describes the skills required to operate and perform operational level maintenance on an armoured vehicle.

This unit applies to those working as combat arms soldiers, who are part of an armoured fighting vehicle crew, within an operational zone in Defence.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as individuals and as part of an armoured vehicle crew, under direct and/or indirect supervision. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a broad range of unpredictable contexts.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

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Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare armoured vehicle for operations	1.1 Check armoured vehicle for operation and prepare for battle. 1.2 Complete documentation and stow equipment. 1.3 Identify, report and/or rectify armoured vehicle faults.
2. Operate armoured vehicle	2.1 Apply road laws and other legislative requirements. 2.2 Drive armoured fighting vehicle and negotiate complex terrain using driving techniques. 2.3 Apply tactical operating techniques. 2.4 React to faults. 2.5 Operate vehicle communications systems. 2.6 Apply navigational techniques.
3. Conduct operator maintenance	3.1 Conduct inspections and checks to maintain armoured fighting vehicle performance. 3.2 Test, adjust or replace armoured vehicle sub systems and ancillary equipment. 3.3 Complete and store documentation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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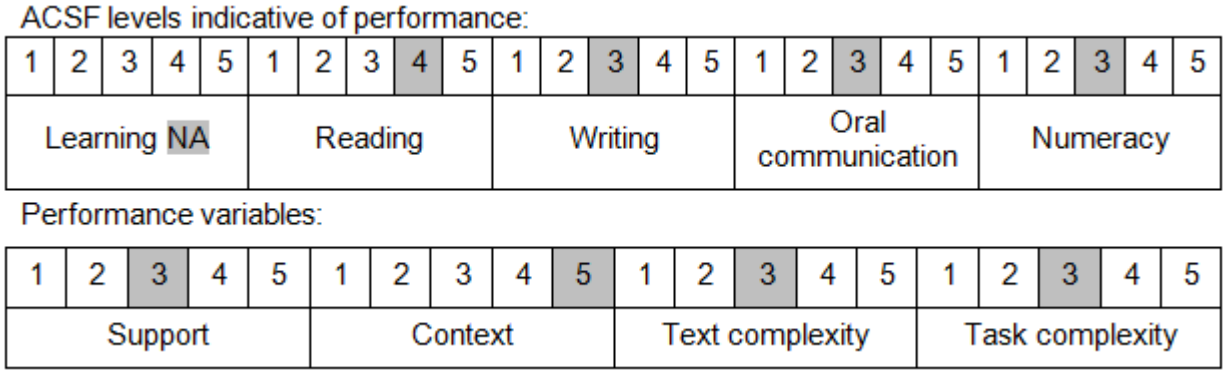

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA104 Operate and maintain an armoured vehicle.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL041 Operate and maintain an armoured vehicle

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- driving a vehicle
- employing relevant vehicle equipment
- using navigation techniques

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- armoured vehicle tactics, techniques and procedures
- characteristics and employment of vehicle weapon systems
- characteristics, technical capabilities, maintenance requirements and employment of vehicle communication systems
- characteristics, technical capabilities, maintenance requirements, effects, employment and limitations of vehicle
- current operational environment
- navigation techniques
- operational safety
- specific civil and military regulations relevant to the operation of the vehicle
- vehicle documentation

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL042 Operate and maintain armoured vehicle weapon systems

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA105 Operate and maintain armoured vehicle weapon systems • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.3 removed

Application

This unit describes the skills required to operate armoured vehicle direct fire weapon systems to effectively produce fire. Direct fire weapon systems are integral to, and operated in conjunction with, armoured vehicles. Direct fire is primarily used during conventional operations to establish fire supremacy in order to destroy the enemy's will to operate. It can also be applied in accordance with the Rules of Engagement during security operations.

This unit applies to those working as combat arms soldiers working within an operational zone in Defence.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit work independently and as part of a team under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their outputs. They would perform specific tasks in a broad range of unpredictable contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare weapon systems for operations	1.1 Prepare armoured vehicle direct fire weapon systems for the conduct of operations. 1.2 Identify in-service ammunition.
2. Operate armoured vehicle weapon systems	2.1 Operate equipment to support weapon functions. 2.2 Conduct weapon drills. 2.3 Identify, acquire and engage targets in accordance with fire control orders. 2.4 Apply effective fire.
3. Maintain armoured vehicle weapon systems	3.1 Clean weapon systems. 3.2 Maintain weapon systems. 3.3 Complete documentation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	**3**	4	5	1	2	3	4	**5**	1	2	**3**	4	5	1	2	**3**	4	5
Support					Context					Text complexity					Task complexity				

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA105 Operate and maintain armoured vehicle weapon systems.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL042 Operate and maintain armoured vehicle weapon systems

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying operational safety
- applying relevant WHS requirements
- carrying out weapon drills
- conducting equipment maintenance
- identifying regional armoured fighting vehicles and aircraft
- responding to fire control orders
- selecting and preparing ammunition
- using communication systems
- using equipment/instruments
- reacting instinctively to fire orders
- working as an effective member of the crew
- operating the system without a breach of safety procedures

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- armoured fighting vehicle weapons drills and procedures
- characteristics, technical capabilities, effects, employment and limitations of relevant ammunition

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- characteristics, technical capabilities, effects, employment and limitations of relevant armoured fighting vehicle weapon systems
- characteristics, technical capabilities, effects, employment and limitations of relevant equipment
- fire control orders and fire discipline
- WHS requirements
- regional armoured fighting vehicles and aircraft recognition reporting requirements and procedures associated with the operation of equipment
- safety precautions associated with the equipment

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL043 Supervise an armoured vehicle and crew

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA106 Supervise an armoured vehicle and crew. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.1, 2.2, 2.4, 2.5 and 2.8 removed • PC 2.11 and 2.12 merged

Application

This unit describes the skills required to command, lead and manage an armoured vehicle and its crew on operations under extreme conditions in a high risk environment. Command is the authority a commander in the military service lawfully exercises over subordinates by virtue of rank or assignment.

This unit applies to combat arms soldiers working within an operational zone in Defence.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as individuals and as part of an armoured vehicle crew, under direct and/or indirect supervision while supervising others. They would use discretion and judgement, and take responsibility for the quality of their outputs. They would perform complex tasks in a broad range of contexts that can be unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare the armoured vehicle for operation	1.1 Assess and maintain crew competence. 1.2 Ensure crew is prepared. 1.3 Manage crew personnel administration. 1.4 Receive, interpret and accept requirement to supervise the crew, its weapons, and ancillary equipment. 1.5 Ensure vehicle is checked for serviceability and prepared for operations. 1.6 Determine and manage constraints and risks relevant to the task. 1.7 Supervise identification, handling and preparation of in service ammunition. 1.8 Determine resources required for the performance of the task. 1.9 Report identified problems/shortfalls to supervisor. 1.10 Supervise deployment of the armoured fighting vehicle into areas of operations.
2. Supervise and command the operation of the armoured vehicle	2.1 Coordinate and conduct battle procedure. 2.2 Drive the vehicle at a basic level in accordance with standing orders for vehicle operations. 2.3 Supervise crew tasks when employing the vehicle. 2.4 Apply vehicle tactical operating techniques. 2.5 Supervise the operation of the vehicle communications systems. 2.6 Assess incidents, deal with minor incidents, report major ones to manager and take appropriate actions.
3. Supervise the completion of armoured vehicle tasks	3.1 Complete and maintain documentation including reports and returns. 3.2 Supervise and ensure maintenance is conducted. 3.3 Debrief crew on completed operations.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	**3**	4	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA					

Performance variables:

1	2	3	**4**	5	1	2	3	4	**5**	1	2	3	**4**	5	1	2	3	**4**	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA106 Supervise an armoured vehicle and crew.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL043 Supervise an armoured vehicle and crew

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- operating armoured fighting vehicle weapon systems and ancillary equipment
- applying the authority and responsibility for effective supervision using available resources and for planning the employment of, organising, directing, coordinating and controlling the crew in the accomplishment of assigned tasks
- liaising with staff and delivering orders

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- armoured tactics and standing operating procedures
- characteristics, technical capabilities, effects, employment and limitations of relevant:
  - ammunition
  - communications equipment
  - drive trains and sub systems
  - specialist equipment
  - weapons
- command and control procedures
- WHS requirements
- procedures and requirements in the performance of the task
- reporting requirements and procedures

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- resource allocation processes
- safety precautions associated with the task
- vehicle documentation and record compilation

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL061 Operate indirect fire weapons

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA201B Operate indirect fire weapons . • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.3 and 1.4 removed • Elements 1 and 2 merged

Application

This unit describes the skills required to safely handle, aim, fire, manoeuvre and maintain indirect fire weapons. The candidate must be thoroughly familiar with characteristics and capabilities of the weapon and competent in the application of fire in an operational environment.

This unit was developed for those working as combat arms personnel required to safely handle, aim, fire, manoeuvre and maintain indirect fire weapons in a deployed operational environment, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team, under direct supervision and receive orders that dictate all actions. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a broad range of unpredictable contexts.

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No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for firing	1.1 Move weapon into position. 1.2 Prepare weapon for firing. 1.3 Prepare ancillary equipment for use and operate. 1.4 Aim and adjust indirect fire weapon. 1.5 Maintain aiming calculations and recordings.
2. Fire the weapon	2.1 Handle ammunition. 2.2 Inspect ammunition visually, report defects to supervisor and quarantine defective ammunition. 2.3 Prepare ammunition selected by the supervisor. 2.4 Load and unload ammunition. 2.5 Fire weapon. 2.6 Complete misfire drills. 2.7 Unload ammunition residue or remove after firing.
3. Maintain the serviceability of the weapon	3.1 Report defects. 3.2 Conduct operating maintenance.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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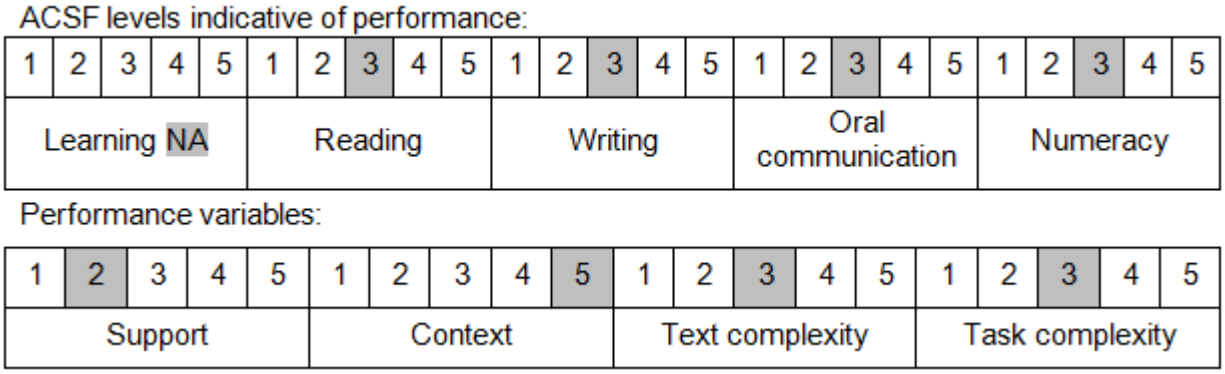

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA201B Operate indirect fire weapons .

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL061 Operate indirect fire weapons

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- demonstrating hand eye coordination and manual dexterity
- using communication equipment
- working in a stressful environment
- using ancillary equipment including at least one of:
  - collimator/aiming devices
  - fuse setters
  - orientation and positioning equipment
  - weapon sights
- identifying ammunition defects including at least two of:
  - corrosion
  - cracks
  - damaged packaging
  - dented cartridge cases
  - fluting of the cartridge case
  - incorrect fuse projectile combinations
  - incorrect propellants
  - proud or recessed primer
  - rust
  - weeping

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Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics and technical capabilities of the system
- WHS requirements
- safety precautions associated with the equipment

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL062 Conduct field survey to determine fixation and orientation

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA202B Conduct field survey to determine fixation and orientation. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to conduct a field survey to determine fixation and orientation. This survey is normally conducted by at least two people. One person will be the observer and one will record data. This unit of competency covers both roles.

This unit was developed for combat arms personnel required to conduct a field survey to determine fixation and orientation in a deployed operational environment, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a two-man team under direct and/or indirect supervision. They would use discretion and judgement, and take responsibility for the quality of their outputs. They would perform routine tasks in a broad range of contexts that could be unpredictable.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

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Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for survey	1.1 Identify purpose and requirements of the survey from written or oral instructions from supervisor. 1.2 Confirm and clarify specifications of the survey with supervisor. 1.3 Select equipment required for the survey and check for serviceability.
2. Conduct survey	2.1 Operate survey equipment to determine orientation and fixation as determined by the survey scheme. 2.2 Record data from the survey in field book or other proforma. 2.3 Verify results for omissions and errors by re checking visual clues in measurements or actual data. 2.4 Communicate survey data. 2.5 Establish and record survey control points. 2.6 Liaise with supervisor and colleagues regularly throughout the survey activity to ensure smooth operation and progress. 2.7 Maintain survey equipment.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA202B Conduct field survey to determine fixation and orientation.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL062 Conduct field survey to determine fixation and orientation

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using communication systems
- interpreting data
- recording information
- using equipment including at least one of:
  - GPS orientation and fixation equipment
  - gyroscopic orientation equipment
  - angular measurement equipment
  - compass
  - distance measurement devices

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- analytical processes
- characteristics, tabulated data and limitations of the survey equipment
- communication procedures
- principles of survey

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL063 Produce meteorological data

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA203B Produce meteorological data. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 and 2.4 removed • PC 1.1 and 1.3 merged • Elements 1 and 2 merged

Application

This unit describes the skills required to produce meteorological data in terms of likely weather conditions in areas, which is to be used to inform operations.

This unit was developed for those working as combat arms personnel required to produce meteorological data in areas which are to be used to conduct Defence operations, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team under supervision. They would use discretion and judgement, and take responsibility for the quality of their outputs. They would perform routine tasks in a broad range of contexts.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

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Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Gather meteorological data	1.1 Select, prepare and check equipment for serviceability. 1.2 Fill and launch weather balloon or other device in order to collect atmospheric information. 1.3 Collect surface data using meteorological equipment. 1.4 Operate receiving equipment.
2. Monitor and report meteorological information	2.1 Communicate meteorological information as directed by supervisor. 2.2 Monitor incoming data to identify changing conditions and notify supervisor about any changes. 2.3 Maintain and/or refurbish meteorological equipment. 2.4 Complete and maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA203B Produce meteorological data.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL063 Produce meteorological data

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using communication systems
- operating meteorological data recording equipment to provide accurate data on weather conditions

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- basic principles of meteorology
- capabilities of the equipment
- characteristics, tabulated data and limitations of the computerised meteorological station

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL064 Destroy hostile air targets using line of sight ground based air defence weapon systems

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA204B Destroy hostile air targets using line of sight ground based air defence weapon systems. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.3 removed • PC 3.1 revised

Application

This unit describes the skills required to safely handle, aim, fire, manoeuvre and maintain line of sight ground based air defence weapon systems designed to destroy hostile aircraft. The operator must be thoroughly familiar with the characteristics and capabilities of the missile system and competent in the application of fire in an operational or simulated operational environment.

This unit applies to those working as combat arms personnel required to operate line of sight ground based air defence weapon systems in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team and be under supervision for the whole operation except during the period of firing where the operator will be under direct control and receive orders that dictate all actions. They use discretion and judgement, and take responsibility for the quality of their outputs. They would perform specific tasks in a broad range of unpredictable contexts.

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No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Manoeuvre the weapon	1.1 Prepare line of sight ground based air defence weapon system for movement. 1.2 Position weapon as directed.
2. Prepare the weapon for firing	2.1 Handle ammunition. 2.2 Inspect ammunition visually, notify supervisor of ammunition defects and quarantine defective ammunition. 2.3 Load and unload ammunition. 2.4 Position and operate ancillary equipment.
3. Engage aerial targets	3.1 Identify aerial targets. 3.2 Request confirmation of identified aerial targets by supervisor. 3.3 Sight and track targets. 3.4 Fire weapon as ordered by supervisor. 3.5 Notify supervisor of defects with firing and take corrective action. 3.6 Initiate aim off drills on dispute of aircraft identification.
4. Maintain the serviceability of the weapon	4.1 Notify supervisor of maintenance defects. 4.2 Conduct operating maintenance.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing NA					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA204B Destroy hostile air targets using line of sight ground based air defence weapon systems.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL064 Destroy hostile air targets using line of sight ground based air defence weapon systems

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- demonstrating hand eye coordination and manual dexterity
- recognising aerial targets appropriately
- using binoculars
- identifying the number of aerial targets specified by CATC
- tracking and engaging targets using very short range air defence systems and short range air defence systems

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- aircraft types
- characteristics, technical capabilities of the system
- characteristics of a range of aerial targets likely to be encountered
- methods of range estimation
- WHS requirements
- safety precautions associated with the equipment

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL065 Observe targets and direct single asset firepower on a single target

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA205B Observe targets and direct single asset firepower on a single target. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 3.1 and 3.2 merged

Application

This unit describes the skills required to observe targets remotely from the firepower locations and to direct firepower to destroy/neutralise a single target. Firepower will normally be limited to the following assets:

- small arms
- indirect weapons

This unit applies to those working as combat arms personnel required to observe targets and to direct firepower to destroy/neutralise a single target in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team under direct and/or indirect supervision. While this work will be undertaken as part of a team and under the commander's direction, the capacity to act independently may also be required should communications with the commander breakdown. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a broad range of unpredictable contexts.

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No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Occupy and prepare a location	1.1 Occupy an appropriate vantage point and maintain concealment throughout the operation. 1.2 Establish occupied position. 1.3 Establish reference points and document information. 1.4 Observe and monitor possible threats so that an appropriate plan of action can be prepared by relevant authority.
2. Plan the engagement of firepower	2.1 Establish target location via a grid reference. 2.2 Determine altitude of the target from the map. 2.3 Determine direction from the observer to the target by compass or laser. 2.4 Describe target to command post. 2.5 Determine type and number of weapons. 2.6 Maintain communications with stakeholders throughout the operation and monitor personnel safety.
3. Direct fire on a target	3.1 Transmit planning information and direction to fire to the command post. 3.2 Conduct target analysis after impact and refer to supervisor where appropriate. 3.3 Provide adjustment and advice to terminate as required. 3.4 Maintain records.
4. Withdraw from an occupied location	4.1 Recondition occupied position and remove all evidence of occupation. 4.2 Withdrawal from the occupied position.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA205B Observe targets and direct single asset firepower on a single target.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL065 Observe targets and direct single asset firepower on a single target

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- maintaining situational awareness
- recognising without exceeding own level of authority

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of weapons and weapon platforms
- communication procedures
- reporting requirements and procedures for multi-agency operations
- safety associated with the operations
- safety distances for various situations

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL066 Observe targets and direct multi asset firepower on multiple targets

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA206B Observe targets and direct multi asset firepower on multiple targets. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 3.2 removed

Application

This unit describes the skills required to observe targets remotely from the firepower locations and to provide advice so that firepower can be employed to engage targets. Firepower will normally be limited to the following assets:

- small arms
- indirect weapons

This unit applies to those working as combat arms personnel required to observe targets and to direct multi-asset firepower to destroy/neutralise multiple targets in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team under direct and/or indirect supervision. While this work will be undertaken as part of a team and under the commander's direction, the individual must also have the authority to act independently. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a broad range of unpredictable contexts.

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No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Occupy and prepare a location	1.1 Occupy an appropriate vantage point and maintain concealment throughout the operation. 1.2 Establish occupied position. 1.3 Establish reference points and document information. 1.4 Observe and monitor possible threats so that an appropriate plan of action can be prepared by relevant authority.
2. Plan the engagement of firepower	2.1 Interpret received advice on overall operational plan that will inform the planning process. 2.2 Transmit warning order for intent of operations to the command post. 2.3 Send request to the command post for resources outside own organisation when required. 2.4 Establish and record target data. 2.5 Calculate rate of movement of own personnel from available data. 2.6 Calculate resources for effective fire on targets and rates of fire. 2.7 Prioritise targets. 2.8 Develop and transmit schedule to the command post or liaise directly with other agency to organise engagement schedule.
3. Monitor fire on target	3.1 Maintain communications with stakeholders throughout the operation. 3.2 Complete target analysis after impact and if required refer to agency command centre. 3.3 Amend schedule after analysis as required, and transmit to the command post. 3.4 Provide advice to terminate as required.

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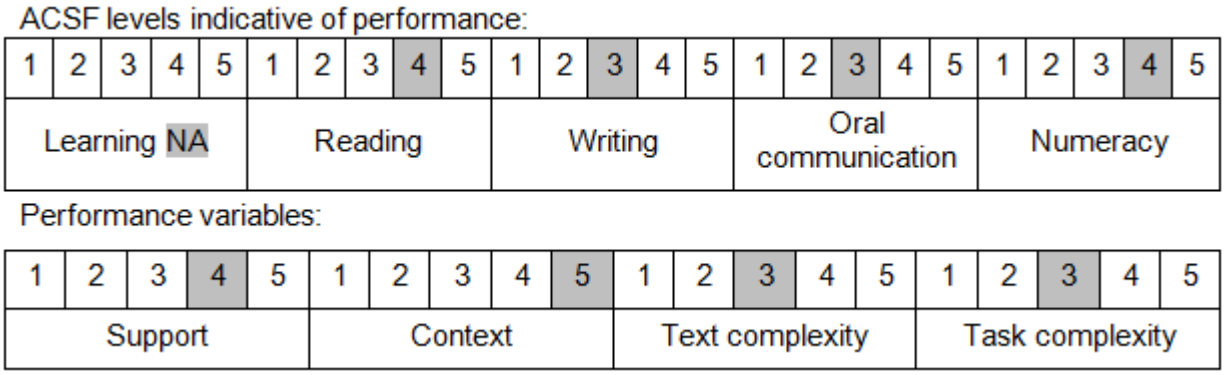
	3.5 Maintain records.
4. Withdraw from an occupied location	4.1 Recondition occupied position and remove all evidence of occupation. 4.2 Withdraw from the occupied position.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA206B Observe targets and direct multi asset firepower on multiple targets.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL066 Observe targets and direct multi asset firepower on multiple targets

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- allocating appropriate resources to the operation
- maintaining situational awareness
- providing reports and appropriate documentation
- maintaining awareness of safety of friendly personnel at all times
- recognising without exceeding own level of authority

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of weapons and weapon platforms
- communication procedures
- reporting requirements and procedures for multi-agency operations
- safety associated with the operations
- safety distances for various situations

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL067 Maintain radar systems at field operator level

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA208B Maintain radar systems at field operator level. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to inspect, test and troubleshoot faults with radar systems and components in an environment away from a maintenance facility.

This unit applies to combat arms personnel who are required to inspect, test and troubleshoot faults with radar systems and components in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would typically work under indirect supervision. They use discretion and judgement, and take responsibility for the quality of their outputs. They would perform routine tasks in familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Military Skills

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Inspect radar systems and components	1.1 Identify specific inspection requirements using relevant maintenance documentation and modification status, including system defect reports where relevant. 1.2 Visually or physically check primary radar system components for external signs of defects. 1.3 Identify and note/report defects.
2. Test/adjust radar systems and components	2.1 Prepare radar system for the application of power/system operation. 2.2 Functionally test radar system for evidence of serviceability or malfunction. 2.3 Perform system calibration or adjustments.
3. Troubleshoot primary radar system faults	3.1 Draw conclusions about the nature and cause of the fault from available evidence and take appropriate action. 3.2 Use available information from maintenance documentation, inspection and test results to assist in fault determination. 3.3 Use maintenance manual fault diagnosis guides and logic processes. 3.4 Identify faults beyond authority to repair and document for higher level repair by an outside agency. 3.5 Locate, identify cause of and record primary radar system faults in maintenance documentation. 3.6 Identify, select and obtain spare parts, consumables and other equipment. 3.7 Rectify fault in accordance with maintenance documentation. 3.8 Complete documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication NA					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA208B Maintain radar systems at field operator level.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL067 Maintain radar systems at field operator level

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying analytical skills
- performing radar drills and procedures
- referring problems on to appropriate outside agencies

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, tabulated data and limitations of the radar equipment
- principles of radar theory

Assessment Conditions

Competency should be demonstrated over a range of radar maintenance scenarios that could be expected in the workplace. Competency should be assessed on operations or in a simulated operational environment. Specifically, access is required to the following resources:

- a radar
- ancillary equipment
- maintenance documentation

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL068 Select sites for deployment in a threat environment

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA209B Select sites for deployment in a threat environment. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to select a work site in a threat environment through an independent reconnaissance to determine the most suitable location for deployment.

This unit applies to combat arms personnel required to select sites for deployment in an operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would normally work within a team providing protection from possible threats, but also must be prepared to act independently. They use discretion and judgement, and take responsibility for the quality of their outputs. They would perform specific tasks in a broad range of unpredictable contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Military Skills

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for site selection	1.1 Confirm orders with supervisor. 1.2 Prepare a reconnaissance plan. 1.3 Select equipment and check for serviceability.
2. Select sites	2.1 Review possible sites from appropriate areas. 2.2 Evaluate possible sites for suitability. 2.3 Select most suitable site and record relevant data. 2.4 Conduct post-site selection activities.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Learning NA	Reading NA	Writing	Oral communication	Numeracy

Performance variables:

1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Support	Context	Text complexity	Task complexity

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA209B Select sites for deployment in a threat environment.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL068 Select sites for deployment in a threat environment

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- calculating mathematical data
- navigating
- using communications systems
- working in a team environment
- recording data accurately

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics and capabilities of the equipment to be deployed
- use of an appreciation process

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL069 Supervise indirect fire weapons

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA210B Supervise indirect fire weapons. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.4 removed

Application

This unit describes the skills required to supervise and control all aspects of the operation of indirect fire weapons. While this work will be undertaken under the commander's direction the individual must be able to act independently as required by the circumstances.

This unit applies to combat arms personnel who are required to supervise and control all aspects of the operation of an indirect fire weapons in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would lead a team under indirect supervision. They use discretion and judgement, and take responsibility for the quality of their outputs. They would perform routine tasks in a range of unpredictable contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare and deploy an indirect fire weapon	1.1 Determine and organise resources required. 1.2 Report identified problems/shortfalls to immediate supervisor. 1.3 Deploy indirect fire weapon in accordance with orders.
2. Engage targets with indirect fire	2.1 Direct and control indirect fire weapon operations. 2.2 Select appropriate ammunition. 2.3 Rectify minor incidents. 2.4 Report major incidents beyond own level of authority or competence to manager/s and take action as directed.
3. Maintain indirect fire weapons	3.1 Supervise operator maintenance activities. 3.2 Complete maintenance activities.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	**3**	4	5	1	2	3	4	5
Learning NA					Reading NA					Writing NA					Oral communication					Numeracy NA				

Performance variables:

1	2	3	**4**	5	1	2	3	4	**5**	1	2	**3**	4	5	1	2	**3**	4	5
Support					Context					Text complexity					Task complexity				

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA210B Supervise indirect fire weapons.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL069 Supervise indirect fire weapons

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- interpreting orders
- leading an indirect fire weapon operating crew
- conducting sight testing
- conducting non-technical inspections

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- ammunition:
  - type colour hazard band labelling
  - marking
  - slot/batch numbers
  - packaging
  - nomenclature
- factors affecting local defence
- laws of armed conflict
- principles of camouflage
- safety precautions associated with the task

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL070 Observe targets and engage with joint asset firepower from any agency

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA212 Observe targets and engage with joint asset firepower from any agency. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 3.3 removed

Application

This unit describes the skills required to observe targets remotely from the firepower locations and to provide advice so that single or multi-agency firepower can be employed to engage target/s. Agencies may include armour, artillery, coalition forces, close air support, helicopters, mortars, naval gun support, and tactical unmanned aerial vehicle.

While this work will be undertaken as part of a team and under the commander's direction, the capacity to act independently may also be required should communications with the commander breakdown.

This unit applies to combat arms personnel required to observe targets and to direct joint asset firepower from any agency to destroy/neutralise multiple targets in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

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Those undertaking this unit would typically work as part of a team under direct and/or indirect supervision, but also must be prepared to act independently. They use discretion and judgement, and take responsibility for the quality of their outputs. They would perform routine tasks in a broad range of unpredictable contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Occupy and prepare a location	1.1 Occupy an appropriate vantage point and maintain concealment throughout the operation. 1.2 Establish occupied position. 1.3 Establish reference points and document information. 1.4 Observe and monitor possible threats so an appropriate plan of action can be prepared.
2. Plan the engagement of firepower	2.1 Transmit a warning order for intent of operations to the command post. 2.2 Use advice on overall operational plan to inform the planning process. 2.3 Make requests for resources outside own organisation to the command post when required. 2.4 Establish and record target data. 2.5 Calculate rate of movement of own personnel from available data. 2.6 Calculate resources for effective fire on targets and rates of fire. 2.7 Prioritise targets. 2.8 Develop and transmit schedule to the command post or liaison with other agency to organise engagement schedule.
3. Monitor fire on target	3.1 Communicate directly with other agencies to coordinate engagement procedures. 3.2 Maintain communications with stakeholders throughout operation.

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	3.3 Complete target analysis after impact and if necessary, refer to appropriate agency command centre. 3.4 Provide advice to terminate as required. 3.5 Maintain records.
4. Withdraw from an occupied location	4.1 Recondition occupied position and remove all evidence of occupation. 4.2 Conduct a secure withdrawal from the occupied position.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1 2 3 4 5	1 2 3 4 5	1 2 **3** 4 5	1 2 **3** 4 5	1 2 **3** 4 5
Learning NA	Reading NA	Writing	Oral communication	Numeracy

Performance variables:

1 2 3 **4** 5	1 2 3 4 **5**	1 2 **3** 4 5	1 2 **3** 4 5
Support	Context	Text complexity	Task complexity

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA212 Observe targets and engage with joint asset firepower from any agency.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL070 Observe targets and engage with joint asset firepower from any agency

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- allocating appropriate resources to the operation
- interpreting orders
- maintaining situational awareness
- providing reports and appropriate documentation
- working in a team
- maintaining awareness of safety of friendly personnel at all times
- recognising but not exceed own level of authority

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of weapons and weapon platforms
- communication procedures
- reporting requirements and procedures for multi-agency operations
- safety associated with the operations
- standard procedures and special requirements
- teamwork principles

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL071 Supervise the destruction of hostile air targets using line of sight ground based AD weapon systems

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA213 Supervise the destruction of hostile air targets using line of sight ground based air defence weapon systems. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to supervise and control all aspects of the operation of a direct fire ground based missile system designed to destroy hostile aircraft. It is specifically written for visual range ground based air defence weapon systems. The control of the ground based missile system requires target interrogation, analysis, engagement and decision making based on tactical information, situational awareness and observed target activity.

This unit applies to combat arms personnel involved in the operation of a direct fire ground based missile system in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under the commander’s direction, however they must be able to act independently. They use discretion and judgement, and take responsibility for the quality of their outputs. They would perform specific tasks in a broad range of unpredictable contexts.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare and deploy	1.1 Determine and organise resources required for the performance of the task in accordance with orders. 1.2 Report identified problems/shortfalls to immediate supervisor. 1.3 Move to a directed location and maintain concealment, in accordance with orders. 1.4 Deploy ground based air defence system in accordance with orders. 1.5 Establish and integrate system and check for functionality.
2. Control the engagement of targets	2.1 Analyse advice on the operational situation to inform the engagement process. 2.2 Direct and control ground based air defence system operations in accordance with orders. 2.3 Transmit operational data to the command post. 2.4 Rectify minor incidents. 2.5 Report major incidents beyond own level of authority or competence to manager/s and take action as directed.
3. Conduct maintenance	3.1 Supervise operator maintenance activities. 3.2 Perform maintenance activities.
4. Redeploy	4.1 Prepare for redeployment. 4.2 Move from one directed location to another in accordance with orders.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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ACSF levels indicative of performance:

1	2	3	**4**	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA					

Performance variables:

1	2	3	**4**	5	1	2	3	4	**5**	1	2	**3**	4	5	1	2	**3**	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA213 Supervise the destruction of hostile air targets using line of sight ground based air defence weapon systems.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL071 Supervise the destruction of hostile air targets using line of sight ground based AD weapon systems

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- communicating effectively
- interpreting orders, instructions and directions
- managing a small team
- operating communication equipment
- recognising aerial targets
- recognising own level of authority
- identifying correctly a number of different types of aerial targets
- prioritising targets in a high intensity situation encountered in a threat environment
- directing fire in a clear and concise manner
- taking appropriate action in the event of misfire and cancelling missile in flight

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- airspace control measures
- characteristics, technical capabilities, effects and limitations of air defence systems
- communication networks
- ground based air defence command structure
- principles of camouflage

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- radar principles
- relevant WHS requirements

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL082 Perform military high-risk search

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA309B Perform military high-risk search. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.5 removed

Application

This unit describes the skills required to conduct high risk military searches of areas, routes, vehicles, buildings, property and objects to detect, identify and report the presence of items of equipment and other material intended to cause harm to individuals and to destroy or damage property. It also includes the skills to prove, mark and record safe routes. The search would be conducted where the likelihood of injury or death to the searcher is high.

This unit was developed for military personal required to perform military high-risk search in a deployed operational environment, but is applicable to individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit will usually work under supervision as part of a team. They use discretion and judgement, and take responsibility for the quality of their outputs in a broad range of highly unpredictable contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for search	1.1 Identify purpose, timing, search environment and type of search from briefing provided by supervisor. 1.2 Establish and maintain location of other individuals engaged in the high risk search. 1.3 Select and wear personal protective equipment in accordance with the type of search. 1.4 Identify, obtain, inspect and test tools and search equipment appropriate to the type of search and report faults. 1.5 Deploy search personnel to an incident site or search area. 1.6 Coordinate preparation of the search site and the conduct of searches with other agencies.
2. Enter the search site	2.1 Conduct search drills/procedures applicable to the type of search in accordance with supervisor's instructions. 2.2 Mark and record a safe route through the site to the target. 2.3 Enter target using improvised remote means.
3. Neutralise the target	3.1 Inspect target and assess identified risks. 3.2 Determine future actions and equipment requirements based on the risk assessment. 3.3 Relay detailed description of activity to recorder. 3.4 Clear site. 3.5 Provide relevant information to stakeholders once the target has been searched. 3.6 Protect potential evidence and/or other items or material of interest from contamination, improper handling or removal.
4. Finalise the task	4.1 Complete and submit relevant documentation in accordance with organisational procedures. 4.2 Complete a handover of responsibility. 4.3 Conduct periodic and routine maintenance of equipment and identify and report faulty/defective equipment.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading NA					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA309B Perform military high-risk search.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL082 Perform military high-risk search

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- describing in detail the immediate area over the communications system
- applying knots, lashings and field machines
- neutralising and disarming booby traps and mines
- operating current high risk search equipment
- operating for protracted periods wearing ballistic individual protective equipment
- operating in a high stress environment
- operating search equipment
- operating secure communications
- using pulleys, blocks and tackle
- conducting searches including at least two of:
  - occupied building
  - unoccupied building
  - vehicle (aircraft, boat, truck, train etc.)
  - route (road)
  - area

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

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- basic blast effects
- building construction methods and materials
- combat engineering skill sets
- design data for generic buildings
- design data for generic vehicles
- explosive and non-explosive demolitions
- laws of armed conflict
- legal responsibilities
- mine and booby trap emplacement and breaching
- organisation's communication system
- relevant WHS regulations/requirements, equipment, material and personal safety requirements
- Rules of Engagement
- Rules of Evidence
- search equipment
- threat capability

Assessment Conditions

Competency should be demonstrated over a number of activities, exercises or incidents, including day and night searches. Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL083 Collect environmental information

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA310B Collect environmental information. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.1 removed • PC 1.4 and 2.2 merged • Elements 1 and 2 merged

Application

This unit describes the skills required to collect meteorological, hydrographic, geospatial and geological information for an area.

This unit was developed for combat engineer personnel required to collect environmental information for an area in a deployed operational environment, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would typically work as part of a team under direct supervision. They use discretion and judgement, and take responsibility for the quality of their outputs while performing routine tasks in a broad range of unpredictable contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan, prepare and collect information and data	1.1 Identify, interpret and confirm requirement to collect information from instructions. 1.2 Determine appropriate collection methods. 1.3 Develop collection plan and consult with supervisor. 1.4 Identify resources allocated for the task. 1.5 Identify, source and collect information and data in accordance with the plan.
2. Record and report information	2.1 Record information in the organisational format. 2.2 Communicate information to a higher authority. 2.3 Disseminate information as directed by supervisor. 2.4 Complete and maintain documentation and records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Learning NA	Reading	Writing	Oral communication	Numeracy

Performance variables:

1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Support	Context	Text complexity	Task complexity

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA310B Collect environmental information.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL083 Collect environmental information

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing information and data
- communicating information and data
- conducting research
- using questioning techniques
- conducting tactical and technical reconnaissance
- taking measurements using a laser range finder, tape measure, ruler
- using communications equipment
- using global positioning systems
- using optical enhancement tools such as binoculars
- collecting information and data that is relevant and appropriate to the specific operation

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- basic research and analysis techniques
- collection methods
- communication requirements and equipment
- indigenous inhabitants and culture
- intelligence cycle – direction, collection, processing and dissemination
- legal responsibilities

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- navigation
- operational environment
- relevant legislation and procedures in relation to environmental requirements
- relevant WHS regulations/requirements, equipment, material and personal safety requirements
- site, personnel and information security
- terrain types and terrain analysis
- urban and rural demographics
- weather effects

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL084 Operate an inland tug boat

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA328B Operate an inland tug boat. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to operate an inland tug boat, specifically a purpose built motorised vessel up to ten metres in length capable of manoeuvring pontoons and rafts, with a maximum of five crew. It covers the operation of the tug while towing/pushing unloaded pontoons of up to thirty ton. The watercraft will normally be driven in an environment of protected or inland waterways, while conducting a range of tasks including transporting personnel and/or equipment.

While the technical aspects of this competency are concerned with ‘operating a boat’, the specialisation of the skill, and safety issues associated with waterborne operations confer additional responsibilities upon the operator.

To operate an inland tug boat, relevant state/territory and Commonwealth licensing requirements must be met.

This unit was developed for combat engineer personnel required to operate an inland tug boat in a deployed operational environment, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

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The individual will usually operate the boat independently or under indirect supervision and may command a crew of up to five persons. The individual must demonstrate sound judgement in the use of authority, and where possible, work within the existing lines of authority. They use discretion and judgement, and take responsibility for the quality of their outputs while performing routine tasks in a broad range of unpredictable contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for tug boat operations	1.1 Interpret operating instructions to determine the task, the cargo, the destination and route, and compile navigation data. 1.2 Check cargo weight is within the safe operating limit of the craft and complete manifests to ensure passengers and cargo are safe to move. 1.3 Check equipment for serviceability and replace or reject and report unserviceable items. 1.4 Conduct shore preparation and prepare watercraft for launch and watercraft operations. 1.5 Select and wear personal protective equipment.
2. Drive tug boat	2.1 Brief passengers and crew on safety issues prior to embarking. 2.2 Launch tug in accordance with local conditions. 2.3 Load and trim tug to ensure safety of crew and craft. 2.4 Drive tug consistent with hazards and environmental conditions. 2.5 Provide directions to passengers in order to maintain safety and efficient boat operation. 2.6 Conduct contingency and emergency drills to minimise threat to personnel and equipment.
3. Manoeuvre pontoon using tug boat	3.1 Direct crew to assist with securing and manoeuvring of pontoon. 3.2 Capture, secure and control uncontrolled pontoons. 3.3 Manoeuvre and assemble pontoons.

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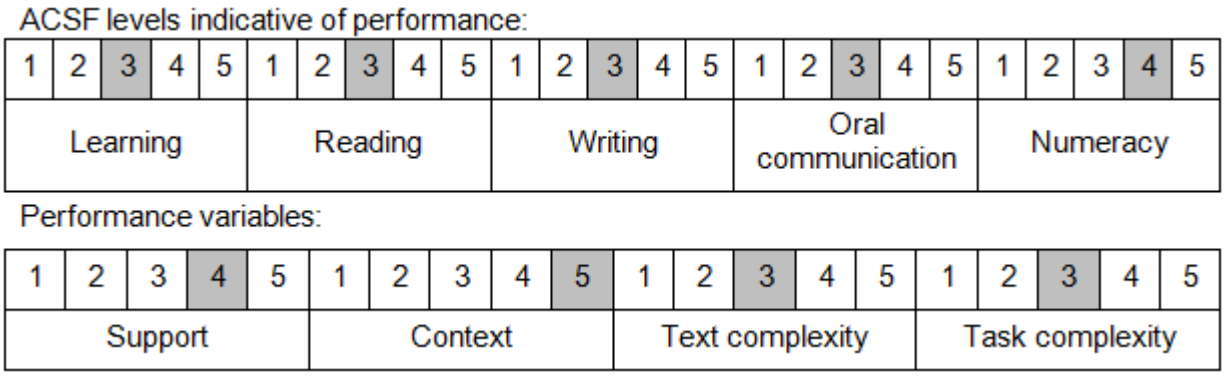
	3.4 Comply with supervisor's directions/commands to control the movement and momentum of the pontoon.
4. Recover and restore tug boat	4.1 Disembark personnel and unload equipment. 4.2 Recover tug from a ramp or expedient landing site. 4.3 Check tug and associated equipment for serviceability, clean and service, report defects and complete documentation. 4.4 Complete debriefings. 4.5 Complete post activity reports and documentation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA328B Operate an inland tug boat.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL084 Operate an inland tug boat

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying launch and recovery procedures
- applying pre start, start and stop procedures
- calculating and record number and weight of passengers, stores and equipment
- capturing and controlling free launched pontoons without damage to equipment
- monitoring hazards and applying safety principles to operations
- reading and interpreting navigation charts
- using clear interpersonal communication as operator of the vessel
- using communications equipment
- using knots and lashings to secure watercraft
- providing directions to personnel within the boat concerning specific safety matters such as seating, movement and actions on incidents such as ‘man overboard’ and ‘capsize’
- managing the contingency and emergency drills:
  - abandon ship drills
  - action on capsize
  - diagnosing and rectifying minor engine faults
  - fire drills
  - man overboard drills
  - propeller replacement
  - towing vessels
  - use of improvised rudder
  - use of oars/improvised oars

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- manoeuvring a pontoon, with a minimum weight of five ton, by:
  - towing
  - pushing
  - effectively directing crew

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- anchorage methods and systems
- applicable statutory waterways rules for watercraft operation
- boat orders
- boat specific safety requirements and fire suppressant system
- complete equipment schedule list and locations
- controls and indicators
- effects of water moving over objects and obstacles
- emergency procedures
- environmental hazards of refuelling over water
- forces acting on boats
- hasty buoyancy/floatation calculations
- launch and recovery procedures
- legal responsibilities
- methods for towing/pushing pontoons
- methods of connection/securing to pontoons
- night operation constraints
- operating boundaries
- pre start, start, stop procedures

Assessment Conditions

Competency should be demonstrated over a time frame that allows for the preparation, launch, recovery, driving and maintenance of watercraft under a range of water operating conditions carrying personnel and cargo.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL085 Construct equipment bridging

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA312B Construct equipment bridging. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.10 removed

Application

This unit describes the skills required to facilitate the movement of personnel, vehicles, cargo and equipment through bridging. Equipment bridging is constructed from designed and certified bridge modules and parts to provide a temporary or permanent bridge over a gap.

Bridges will normally be constructed on a temporary basis under field conditions to meet the operational need to provide a crossing point over a gap for personnel and equipment. When the crossing is no longer required the bridge is either recovered to storage or redeployed to another crossing.

This unit applies to combat engineer personnel who are required to construct and recover gap crossing bridging equipment in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and lead a team. They use discretion and judgement, and take responsibility for the quality of their outputs. They would perform routine tasks in a broad range of unpredictable contexts.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare and plan for gap crossing	1.1 Receive and process requirement and confirm with higher authority as necessary. 1.2 Identify resource availability and serviceability and determine constraints. 1.3 Conduct site survey, risk and environmental assessment. 1.4 Select suitable bridge design based on site survey and available resources. 1.5 Develop construction/dismantle plan in accordance with design, resources, risks and environmental considerations. 1.6 Refer problems that cannot be resolved locally to higher authority for resolution. 1.7 Confirm and monitor competence of team members. 1.8 Brief construction team. 1.9 Liaise with outside agencies.
2. Construct gap crossing	2.1 Direct and supervise construction team. 2.2 Recognise and respond to unexpected situations that require a quick and decisive response. 2.3 Check security, alignment and stability. 2.4 Organise and direct support from outside agencies. 2.5 Provide technical advice to higher authority or support agencies. 2.6 Maintain gap crossing site and gap crossing.
3. Dismantle gap crossing and refurbish site and equipment	3.1 Direct and supervise construction team in accordance with dismantle plan. 3.2 Recover, clean and maintain gap crossing equipment, tools and materials. 3.3 Store or redeploy gap crossing equipment, tools and materials. 3.4 Refurbish site in accordance with environmental requirements.

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	3.5 Complete documentation. 3.6 Conduct post activity analysis and make recommendations.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA312B Construct equipment bridging.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL085 Construct equipment bridging

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- commanding and controlling situations and people
- managing resources
- operating optical levelling and surveying devices
- producing design/plans
- producing written and verbal reports
- recording and processing data and information
- taking and recording accurate measurements
- leading a team to construct, maintain and dismantle a multi span bridging of not less than thirty metres made from modularised or improvised means

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- anchorages
- booming procedures and centre of gravity
- equipment bridge design features/requirements:
  - site requirements (reconnaissance):
    - location
    - gap width, depth, obstacles, etc.
    - current and direction

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    - angle of repose
    - abutment design or enhancement
    - soils testing and compaction methods
    - routes in/out
  - parts
  - specifications
  - user manual,
  - material handling equipment requirements and support
  - construction sequence
  - designed traffic/load (MLC/tonnage)
  - above ground or surface (stepped abutment)
- equipment bridge types:
  - medium girder bridge (MGB)
  - air portable bridge (APB)
  - rapid emplacement bridge (REB)
  - line of communication bridge (LOC)
  - bailey bridge, acrow bridge (FMB)
- jacking system
- mathematics to a level necessary to meet all design and construction requirements
- types of bridge category:
  - single span, multi span,
  - simply supported or continuous
- variations in construction sequences:
  - restricted sites
  - floating piers
  - multiple piers

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL086 Supervise engineering operations

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA315B Supervise engineering operations. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.6 and 2.3 removed

Application

This unit describes the skills required to command, lead and manage an engineering organisation of up to thirty personnel on operations. Command is the authority a commander in the military service lawfully exercises over subordinates by virtue of rank or assignment.

It includes the skills and knowledge required to lead and manage under extreme conditions in a high risk environment. It therefore requires individuals to be incisive in a fluid and demanding environment, to act independently, and to lead by example.

This unit applies to land engineering personnel required to deploy in an operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and lead a team under direct and/or indirect supervision. They use discretion and judgement, and take responsibility for the quality of their outputs. They would perform routine tasks in a broad range of unpredictable contexts.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare and plan for engineering operations	1.1 Confirm and maintain competence of subordinates. 1.2 Maintain personnel administration. 1.3 Receive and clarify orders to determine commander's intent. 1.4 Determine and manage constraints and risks relevant to the task. 1.5 Assemble appropriate resources for the task and report any shortfalls that limit capability to the chain of command. 1.6 Make planning decisions based on a logical process to solve operational problems. 1.7 Conduct battle procedures.
2. Conduct engineering operations	2.1 Prepare and deliver orders. 2.2 Direct and supervise subordinates. 2.3 Organise and direct support from outside agencies.
3. Finalise engineering operations	3.1 Conduct debriefs. 3.2 Conduct post activity analysis and make recommendations. 3.3 Recondition, replace or return equipment, stores and ammunition. 3.4 Complete documentation. 3.5 Monitor subordinates' health and wellbeing and take appropriate action.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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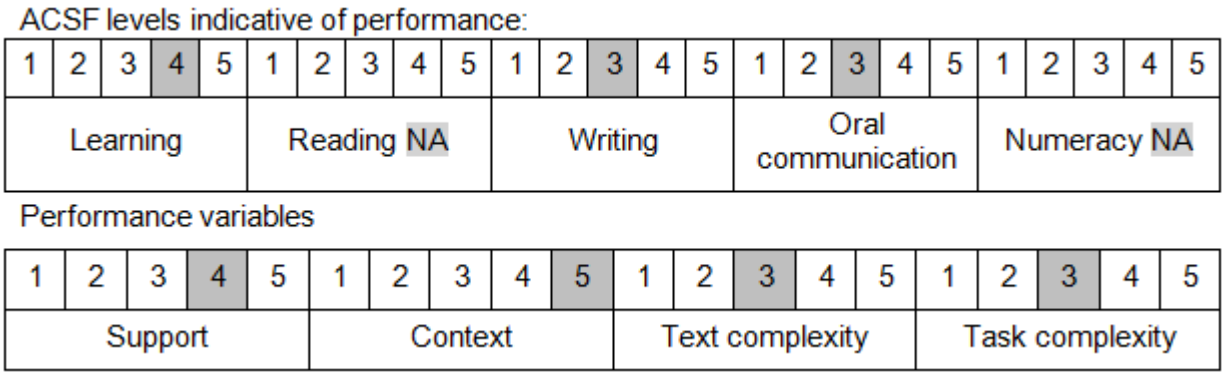

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA315B Supervise engineering operations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL086 Supervise engineering operations

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- demonstrating combat engineer skills
- developing instructions from given orders
- drawing simple construction plans
- operating Global Positioning System (GPS)
- operating weapons
- conducting simple levelling for construction tasks
- supervising subordinates
- writing reports
- supervising general construction of pre designed timber structures, sandbag walls, obstacles, expedient structures and field defences using techniques, including:
  - construction design and plans
  - excavation
  - revetment
  - basic carpentry
  - concreting
- designing and using field machines (including at least one of: slings, gyns, derricks and sheers) to move a load of at least three tonne
- supervising search of:
  - an occupied building
  - an unoccupied building
  - a vehicle (may include aircraft, boat, truck, train etc.)

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  - route (road)
  - area
- liaising with a higher authority (search advisor, cordon commander, police, explosive ordnance disposal)
- supervising offensive, defensive and security tasks (including patrolling, attacking or withdrawing) involving activities such as:
  - navigation (day, night, vehicle, foot)
  - tracking and patrolling
  - employment of unit weapon systems:
  - individual weapons
  - crew served weapons
  - direct fire support weapons
  - communications
  - living in the field

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- combat communications
- combat engineer skill sets and equipment
- chemical, biological, radiological and nuclear warfare (CBRN)
- combat skills
- emergency response engineering
- geometric engineering
- legal and organisational requirements in relation to environmental requirements and Rules of Engagement
- risk assessment techniques

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL087 Supervise the construction of short term roads or tracks

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA316B Supervise the construction of short term roads or tracks. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.13 removed • Element 1 reworded

Application

This unit describes the skills required to plan and direct the construction and to ensure the maintenance of a short-term road or track. It includes repairs to all weather dirt roads to prepare them for sealing without additional construction and repairs, that would normally involve:

- potholes that cause the slowing of traffic
- removal and replacement of culverts emergency repairs to bomb damaged airfield runway, taxi-way and hard standings
- small scale stabilisation tasks
- construction of short distance emergency bypass routes
- expedient roadways

This unit applies to combat engineer personnel who are required to plan and direct the construction and to ensure the maintenance of, a short term road or track in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

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Those undertaking this unit would work independently and lead a team under direct and/or indirect supervision. They use discretion and judgement, and take responsibility for the quality of their outputs. They would perform complex tasks in a broad range of unpredictable contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan road or track construction	1.1 Interpret road requirements and restrictions from instructions, expected time frame for usage and likely weather conditions. 1.2 Seek assistance to survey road location. 1.3 Survey water courses and other ground obstacles and note their impact on road design. 1.4 Plan crossing or entry points for other roads and tracks. 1.5 Investigate soil conditions to establish profile to sub-base level. 1.6 Plan extent and depth of clearing and cutting. 1.7 Plan soil dumping or storage areas to accommodate volume of soil to be removed, access and restoration. 1.8 Develop construction plan in accordance with design, resources, risks and environmental considerations. 1.9 Confirm availability of required road base and additional material. 1.10 Confirm and monitor competence of team members. 1.11 Brief construction team. 1.12 Liaise with outside agencies.
2. Supervise road or track construction	2.1 Direct and supervise construction team in accordance with the construction plan. 2.2 Recognise and respond to unexpected situations that require a quick and decisive response. 2.3 Check drainage, levelling, road alignment and soil stability.

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	2.4 Organise and direct support from outside agencies. 2.5 Provide technical advice to higher authority or support agencies.
3. Supervise maintenance of road or track	3.1 Monitor condition of road/track in relation to volume of traffic and expected future requirements. 3.2 Identify and repair, or report to controlling body, specific damage likely to lead to safety or environmental issues. 3.3 Plan and carry out normal wear and damage repair with minimal disruption. 3.4 Note and modify ineffective drainage. 3.5 Redesign and remake areas of consistent damage.
4. Finalise the task	4.1 Conduct post activity analysis and make recommendations. 4.2 Recondition, replace or return equipment and stores. 4.3 Complete documentation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1 2 3 **4** 5	1 2 **3** 4 5	1 2 3 **4** 5	1 2 **3** 4 5	1 2 **3** 4 5
Learning	Reading	Writing	Oral communication	Numeracy

Performance variables:

1 2 3 **4** 5	1 2 3 4 **5**	1 2 3 **4** 5	1 2 **3** 4 5
Support	Context	Text complexity	Task complexity

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA316B Supervise the construction of short term roads or tracks.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL087 Supervise the construction of short term roads or tracks

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing pavement using cone penetrometer
- conducting reconnaissance for quarries and gravel pits
- conducting route reconnaissance:
  - route formula symbols
  - limiting factors
  - construction materials
  - overhead obstructions
  - tunnels and underpasses
  - map overlays
- conducting soils testing (CBR)
- designing and constructing culverts:
  - determining ground bearing pressure and angle of repose
  - determining soil characteristics and properties
  - employing geo textiles
  - employing soil stabilisation methods
- measuring roadway parts:
  - pavement widths and thickness
  - shoulders
  - camber and crossfall
  - drainage
- preparing terrain analysis

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- constructing roads and track to a standard that they could be classified as all-weather dirt roads and tracks capable of sustained heavy vehicle traffic
- constructing roads or tracks able to be sealed without further construction

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- techniques of:
  - compaction
  - pavement analysis using cone penetrometer
  - route reconnaissance
  - soil stabilisation methods
  - soil testing
  - terrain analysis
- construction standards
- types of:
  - geo textiles
  - ground bearing pressure and angle of repose
  - quarries and gravel pits
  - road systems and their relevant parts
  - soil characteristics and properties

Assessment Conditions

Competency should be demonstrated over a time frame that encompasses all aspects of the unit, in the workplace or in a simulated work environment. Assessment need only be conducted supervising the construction of one road or track due to the high cost and complex nature of the task. Specifically, access is required to the following resources:

- construction equipment and materials
- communications equipment
- suitable site
- construction team

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL088 Coordinate area and route search, and clearance of explosive ordnance

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA327 Coordinate area and route search, and clearance of explosive ordnance. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.9 removed

Application

This unit describes the skills required to plan and direct obstacle. Obstacle reduction is the creation of a safe path through an obstacle which may be widened to the boundaries/extremities for the complete removal of the obstacle, and can be accomplished by the use of explosive or non-explosive methods, including the tasking of purpose designed clearance vehicles and plant equipment.

This unit applies to combat engineer personnel who are required to plan and direct high risk search tasks as part of an obstacle reduction to provide an unhindered and safe path in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would lead a team under indirect supervision. They use discretion and judgement, and take responsibility for the quality of their outputs, while performing complex tasks in a broad range of highly unpredictable contexts.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan area and route clearance	1.1 Interpret and confirm requirements with higher authority as necessary. 1.2 Identify resource availability and serviceability and determine constraints. 1.3 Conduct reconnaissance. 1.4 Develop clearance plan in accordance with design, resources, risks and environmental considerations. 1.5 Refer problems that cannot be resolved locally to higher authority. 1.6 Confirm and monitor competence of team members. 1.7 Brief clearance team. 1.8 Liaise with outside agencies as required.
2. Supervise area and route clearance	2.1 Direct and supervise clearance team in accordance with the clearance plan. 2.2 Recognise and respond to unexpected situations that require a quick and decisive response. 2.3 Check safety signage, lane marking and fencing. 2.4 Record information throughout operation and report to outside agencies as necessary. 2.5 Organise and direct support from outside agencies. 2.6 Provide technical advice to the chain of command or support agencies.
3. Finalise the task	3.1 Notify higher authority that clearance is complete. 3.2 Conduct post activity analysis and make recommendations. 3.3 Recondition, replace or return equipment and stores. 3.4 Complete documentation.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	**4**	5	1	**2**	3	4	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	3	**4**	5
Learning					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	**4**	5	1	2	3	4	**5**	1	2	**3**	4	5	1	2	3	**4**	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA327 Coordinate area and route search, and clearance of explosive ordnance.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL088 Coordinate area and route search, and clearance of explosive ordnance

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- compiling minefield records
- analysing the threat – tactics, techniques and procedures
- collecting and reporting information for intelligence
- destroying malfunctioned explosive ordnance
- employing chemical detectors
- employing clearance methods
- employing hazard marking
- employing RRAMNS
- employing Rules of Evidence
- employing Rules of Engagement
- enforcing explosive safety distances
- laying, arming, neutralising and disarming mines and booby traps
- navigating with compass and GPS
- planning road and route repair
- calculating blast effects
- using electronic metal detector
- coordinating clearance of at least a 50 metre route, containing obstacles of explosive ordnance that as a minimum includes mines and booby traps

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Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- blast effects
- breaching techniques
- characteristics, technical capabilities, effects, employment and limitations of electronic metal detectors, chemical detectors
- characteristics, technical capabilities, effects, employment and limitations of mines, booby traps and battlefield ordnance
- clearance methods
- destruction of malfunctioned explosive ordnance
- explosive safety distances
- GPS
- intelligence collection and reporting
- navigation techniques
- obstacle effects and obstacle construction
- recording requirements including minefield records
- relevant WHS regulations/requirements, equipment, material and personal safety requirements
- road and route repair techniques
- supervision requirements of explosive users/workers

Assessment Conditions

Competency should be assessed over time in simulated work environment that replicates the operational threat environment. The context of assessment is simulated due to the nature of this high risk environment. Specifically, access is required to the following resources:

- cranes
- earth moving equipment
- electronic metal detectors
- explosives and ancillary equipment
- hand held prodder
- personal protective equipment
- rapid route and area mine neutralisation system
- remote positioning devices
- signage
- suitable site clearance team
- communications equipment

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL089 Shift loads manually utilising non-motorised equipment

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA318 Shift loads manually utilising non-motorised equipment. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to manually shift construction materials and other loads of up to 500kg in weight that are unable to be moved by motorised lifting equipment such as forklifts.

Loads may be moved with equipment such as chain blocks, jacks and winches, which provide mechanical advantage. Alternatively, devices such as slings, gins, derricks and sheers may need to be constructed to provide the mechanical advantage necessary to lift and move the load. Loads will need to be prepared for movement using a range of ancillary devices such as strapping, netting, ropes and chains.

This unit was developed for combat engineer personnel required to shift loads manually utilising non-motorised equipment in a deployed operational environment, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

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Those undertaking this unit would typically work as part of a team under direct supervision. They use discretion and judgement, and take responsibility for the quality of their outputs. They would perform routine tasks in a broad range of contexts.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan and prepare to shift the load	1.1 Select and wear personal protective equipment. 1.2 Identify the type of load, safe working load and working load limits, and the distance and/or height to be moved from job instructions. 1.3 Determine condition, length, bulk, weight, most appropriate method to shift the load and resources required. 1.4 Record any damage to load and report to supervisor. 1.5 Develop a movement plan to identify potential difficulties and request approval for the method of shifting the load and any requirement for additional personnel from the supervisor. 1.6 Select and check for serviceability tools, load shifting equipment and other materials and report any defects to the supervisor. 1.7 Prepare work site to ensure sufficient clear space is available.
2. Shift the load	2.1 Break down load to allow handling and moving a number of single items to ensure the maximum weight of 500 kg is not exceeded. 2.2 Use mechanical strapping equipment and other securing devices to stabilise the load. 2.3 Sling/unsling the load using the correct securing devices. 2.4 Construct mechanical aids and field machines by the approved shifting method, so that the load can be shifted. 2.5 Identify and maintain safe working limits for lifting equipment. 2.6 Move load in accordance with approved shifting method and steadied by tag lines and store and stack in relocated position.

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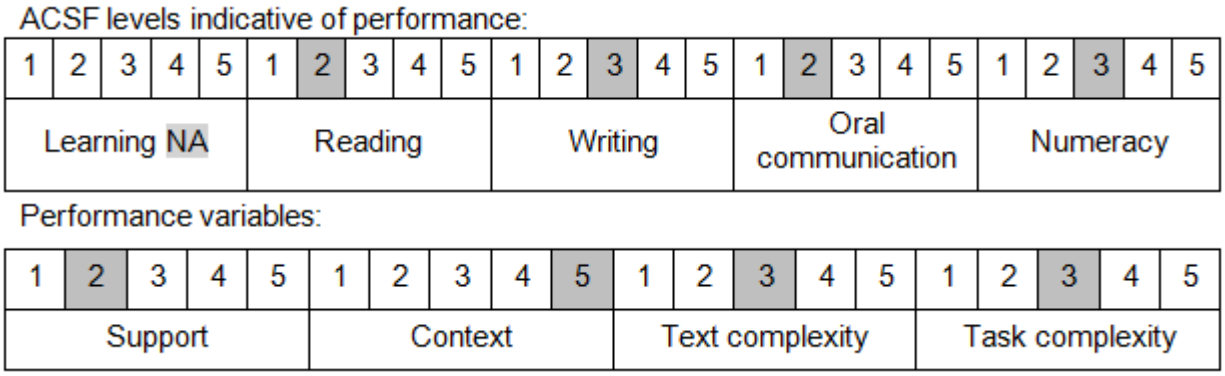
	2.7 Report any part of the load that is damaged during the lift to the supervisor.
3. Refurbish equipment and work site	3.1 Clean site and clear of debris and unwanted material. 3.2 Clean, inspect, service, maintain and store field machines, tools and equipment. 3.3 Complete documentation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA318 Shift loads manually utilising non-motorised equipment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL089 Shift loads manually utilising non-motorised equipment

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- calculating using basic formulae and measuring
- using knots and lashings
- splicing and maintaining cordage and steel wire rope (SWR)
- handling materials and identifying manual handling risks
- using manual handling equipment to shift loads
- using slings and securing devices
- following instructions/directives and reporting information
- using a variety of verbal and non-verbal communication techniques including language style, active listening
- completing workplace forms and reports
- calculating total weights of individual items and estimating overall load and comparing with safe working load(s) of equipment
- shifting loads of weights up to 500 kg using at least three different methods:
  - chain blocks
  - flatbed hand trucks
  - hand trucks
  - incline planes
  - levers
  - mechanical aids and field machines
  - pallet trolleys
  - rollers

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    - slab trolleys
- utilising load shifting equipment:
    - anchorages
    - cables
    - chains
    - cordage
    - crow bars
    - measuring tape/rule
    - mechanical aids
    - packers
    - slings
    - SWR
    - wedges
- utilising mechanical aids and field machines:
    - block and tackle, pulleys
    - gins, sheers and derricks
    - hand operated winches
    - improvised methods including Spanish windlass and par buckles
    - jacks
    - use of expedient materials such as materials obtained on the job from resources available in the local environment
- using slinging devices in conjunction with a load shifting activity using a field machine
- calculating safe working limits and working load limits of anchors, load attachment points and lifting/moving equipment
- constructing field machines and mechanical aids
- safely strapping, slinging, lifting and moving loads without damage to the load, equipment or personnel
- identifying faults and deficiencies and taking action to rectify any problems
- communicating effectively and work in a team

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- types of construction materials and their characteristics
- workplace and equipment safety requirements including relevant WHS regulations, codes and standards applying to load shifting
- handling requirements for different types of material and loads
- storage requirements for different materials
- use of tools and equipment relevant to shifting loads
- pulling and lifting equipment relevant to manual handling operations

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- appropriate anchor points for locating slings and anchorages
- estimation/calculation of weights
- principles of team work
- techniques for supporting others
- composition of teams and roles and responsibilities of team members
- verbal and nonverbal communication techniques including language style, active listening

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL090 Assist in the preparation, construction, operation and maintenance of a field water-point

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA319 Assist in the preparation, construction, operation and maintenance of a field water point. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 3.4 removed • PC 1.4 reworded

Application

This unit describes the skills required to assist in testing for water quality, selecting a suitable work site and preparing, constructing and operating a field water point. The unit also includes the assembly and operation of water purification equipment, and the production and storage of potable water to meet the requirements of personnel and equipment deployed into an area without adequate water supply.

This unit applies to combat engineer personnel required to assist in testing for water quality, selecting a suitable work site and preparing, constructing and operating a field water point in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would typically work as part of a team under direct supervision, but may be responsible for completing individual tasks. They use discretion and judgement, and take responsibility for the quality of their outputs while performing complex tasks in a broad range of unpredictable contexts.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Locate a supply of water	1.1 Locate a water supply within a designated area. 1.2 Test water for compliance with quality standards. 1.3 Assess suitability of water sources to be used for collection, treatment and storage. 1.4 Prepare site after gaining approval.
2. Prepare a field water point	2.1 Select and wear personal protective equipment. 2.2 Check equipment, tools and materials for serviceability and report faults. 2.3 Locate and mark local utility assets such as water, electricity and gas pipelines to prevent damage and liaise with local authorities as required. 2.4 Handle, prepare, test and store water point chemicals in accordance with standard procedures and report faults. 2.5 Establish and maintain contact with appropriate agencies to facilitate construction activities, when mechanical excavation equipment is required. 2.6 Construct water point and compact/backfill site using manual or mechanical equipment. 2.7 Construct structures such as water towers and storage tanks. 2.8 Assemble, operate and maintain field water supply equipment and accessories.
3. Operate a water point to produce potable water	3.1 Produce, store and distribute potable water. 3.2 Calibrate, service, operate and maintain water treatment and testing equipment. 3.3 Collect and test water samples. 3.4 Record information related to chemical supply, usage and disposal.

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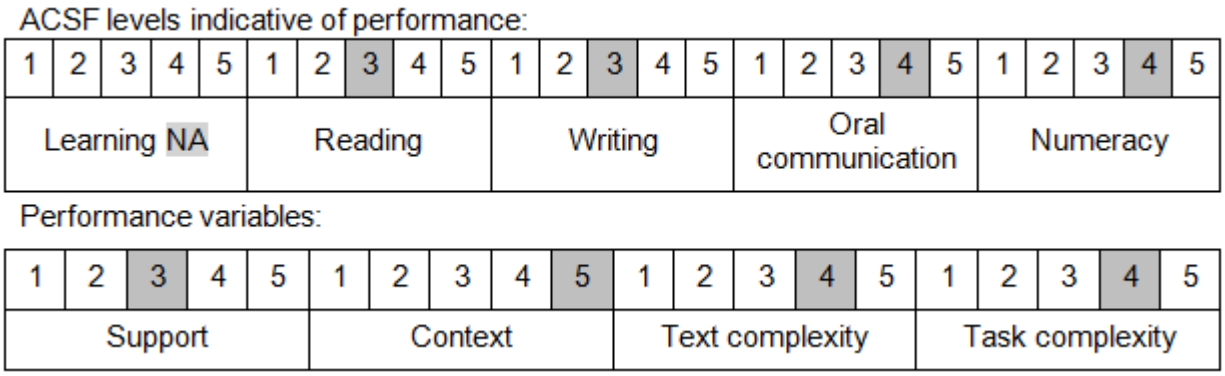
	3.5 Collect, record, maintain and report process and performance data. 3.6 Inspect and maintain equipment in accordance with manufacturer's instructions.
4. Refurbish water point site	4.1 Restore work site to normal, when required. 4.2 Dispose of chemicals.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA319 Assist in the preparation, construction, operation and maintenance of a field water-point.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL090 Assist in the preparation, construction, operation and maintenance of a field water-point

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- assembling, operating and disassembling water supply and purification equipment
- calculating and recording water flows
- following instructions/directives and reporting information
- analysing water quality data
- handling water purification chemicals

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- WHS requirements
- effects of weather on water quality and the operation of the site and plant
- risk factors and potential hazards of surface water systems
- safe handling and disposal of chemicals
- team work principles and strategies
- composition of teams and roles and responsibilities of team members
- verbal and non-verbal communication techniques
- written communication to a level required to complete workplace forms and reports
- basic numeracy, such as addition, subtraction and multiplication
- formulae and method for calculating water flow and volume

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL091 Prepare, operate and maintain small watercraft

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA320 Prepare, operate and maintain small watercraft. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.2 removed • Elements 2 and 3 merged

Application

This unit describes the skills required to operate small watercraft. The watercraft will normally be operated in an environment of protected or calm inland waterways, conducting a range of tasks including the transport of personnel and/or equipment.

Examples of small watercraft may include:

- motorised and non-motorised boats up to five metres in length capable of accommodating a maximum ten personnel and the operator and crewman
- motorised and non-motorised rigid and non-rigid inflatable craft
- powered by outboard motors of up to 40 hp
- motorised and non-motorised bridge and ferry construction craft

While the technical aspects of this competency are concerned with ‘operating a boat’, the specialisation of the skill, and safety issues associated with waterborne operations confer additional responsibilities upon the operator.

This unit applies to those working as combat arms personnel required to operate small watercraft in a deployed operational environment, but is applicable to any individual in this field of work.

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The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision but may need to provide directions. They must demonstrate sound judgement in the use of authority, and where possible, work within the existing lines of authority. They would perform routine tasks in a broad range of contexts, such as protected or calm inland waterways or in a threat environment.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for watercraft operations	1.1 Interpret operating instructions to determine the task, the cargo, the destination and route, and compile navigation data. 1.2 Complete hasty buoyancy/floatation calculations to ensure passengers and cargo are safe to move. 1.3 Select and check equipment is for serviceability and replace or reject unserviceable items, and report to the supervisor. 1.4 Conduct shore preparation and ensure watercraft is ready for launch. 1.5 Select and apply personal protective equipment. 1.6 Conduct a safety briefing for passengers and crew prior to embarking on watercraft operations.
2. Control operation of small watercraft	2.1 Construct improvised flotation craft, when required, in accordance with technical specifications and supervisor's instructions. 2.2 Launch in accordance with standard procedures and local conditions. 2.3 Load and trim watercraft to ensure safety of crew and load.

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	2.4 Operate watercraft consistent with hazards and environmental conditions. 2.5 Direct passengers in order to maintain safety and efficient boat operation. 2.6 Carry out contingency and emergency drills to minimise threat to personnel and equipment. 2.7 Disembark and/or unload personnel and/or loads.
3. Recover and restore vessel	3.1 Recover watercraft from a ramp or improvised landing site. 3.2 Check, clean and service watercraft and associated equipment, report defects and complete documentation. 3.3 Debrief staff and/or management.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	**3**	4	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	3	**4**	5
Learning					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	**4**	5	1	2	3	4	**5**	1	2	**3**	4	5	1	2	**3**	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA320 Prepare, operate and maintain small watercraft.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL091 Prepare, operate and maintain small watercraft

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using knots and lashings
- monitoring hazards and applying safety principles to operations
- calculating and recording number and weight of passengers, stores and equipment
- carrying both equipment and personnel
- managing the full range of contingency and emergency actions
- providing directions to personnel within the boat concerning specific safety matters such as seating, movement and actions on incidents including man overboard and capsize

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- applicable statutory waterways rules for watercraft operation
- local water hazards and environmental conditions
- effects of water moving over objects and obstacles
- hasty buoyancy/floatation calculations

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL092 Assist in the construction of wet gap crossings

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA321 Assist in the construction of wet gap crossings. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.3 removed • PC 1.3 and 3.2 revised

Application

This unit describes the skills required to plan and prepare for wet gap crossing operations, construct gap crossing equipment, and maintain and clean up site and equipment.

Equipment may include:

- floating support bridges
- fixed floating span equipment
- ferry equipment (captive and free)
- floating support bridge
- rafts
- improvised floating structures
- any other to cross rivers and other wet gaps to facilitate the movement of personnel, vehicles, cargo and equipment

Wet gap crossing is defined as a bridge that is physically supported by the water, i.e. through pontoons and associated buoyancy measures. Bridges will normally be constructed on a temporary basis to meet the operational need to provide a crossing point over a gap for personnel and equipment. When the crossing is no longer required the bridge is either recovered to storage or redeployed to another crossing.

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This unit applies to those working as combat engineer personnel required to assist in the preparation, construction, operation and recovery of wet gap crossing bridging equipment, including floating support bridges, to cross rivers and other wet gaps to facilitate the movement of personnel, vehicles, cargo and equipment in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team, under supervision, but may undertake some autonomous tasks. They would perform routine tasks in a broad range of contexts that could be unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan and prepare for wet gap crossing operations	1.1 Select and wear appropriate personal protective equipment. 1.2 Conduct site layout and preparation. 1.3 Check all wet gap crossing bridging components against the inventory and materials list and prepare for operation. 1.4 Report component, tool and equipment faults and deficiencies to the supervisor. 1.5 Select tools and equipment required for the task, check them for serviceability.
2. Construct a wet gap crossing	2.1 Assemble and adjust jigs, fixtures and equipment to be used in construction. 2.2 Assemble and check bridge components for compliance, accuracy and alignment.
3. Maintain and clean up site and	3.1 Maintain gap crossing sites and crossing systems. 3.2 Recover, clean and maintain gap crossing equipment, tools and

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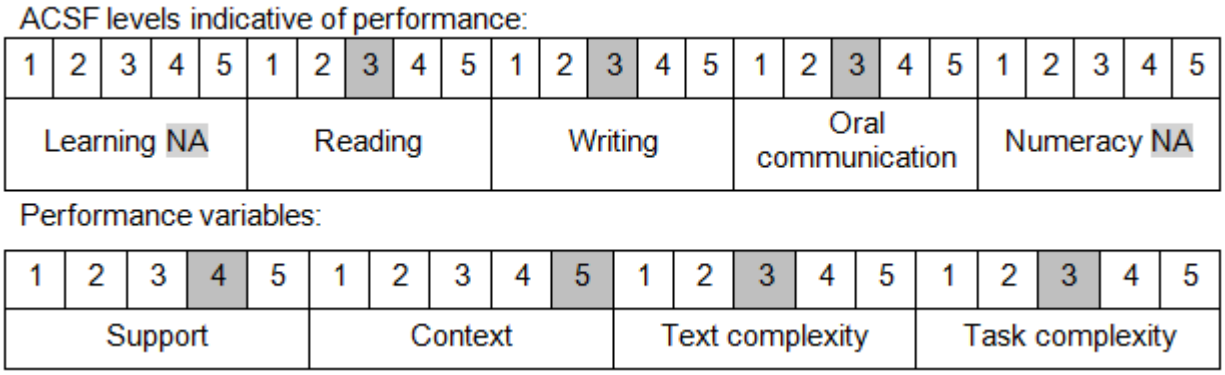
equipment	unused materials. 3.3 Document and report faults and deficiencies in gap crossing equipment, tools and unused materials. 3.4 Store or redeploy to another site gap crossing equipment, tools and materials.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA321 Assist in the construction of wet gap crossings.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL092 Assist in the construction of wet gap crossings

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- interpreting plans and job instructions
- manually handling construction materials and heavy bridging components
- working with plant
- following instructions/directives and report information
- participating in teams
- encouraging other team members
- using a variety of verbal and non-verbal communication techniques including language style, active listening
- assisting in the construction of at least two wet gap crossings anchorages
- participating in the construction of:
  - one gap crossing with a span of at least thirty metres
  - one crossing at night
- preparing a crossing site
- checking components, tools and equipment for serviceability and completeness
- participating in the assembly, construction operation and recovery of various types of crossing systems
- communicating effectively and work as part of a team
- operating construction equipment

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Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- WHS workplace and equipment safety requirements
- materials handling while operating tools
- site safety while working with plant
- anchorage systems, knots and lashings
- techniques for supporting others
- composition of teams and roles and responsibilities of team members
- verbal and non-verbal communication techniques including language style, active listening

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL093 Assist in the construction of dry gap crossings

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA322 Assist in the construction of dry gap crossings. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.3 removed • PC 1.3 and 3.2 revised

Application

This unit describes the skills required to assist in the preparation, construction, maintenance and recovery of dry gap crossing bridging equipment to cross any form of gap, including rivers and streams, to facilitate the movement of personnel, vehicles, cargo and equipment. When the crossing is no longer required the bridge is either recovered to storage or redeployed to another crossing.

This unit applies to for combat engineer personnel involved in the construction of dry gap crossings in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would usually be engaged in bridge construction as part of a team under supervision, but may undertake some autonomous tasks. They would perform routine tasks in a broad range of unpredictable contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan and prepare for dry gap crossing operations	1.1 Select and wear appropriate personal protective equipment. 1.2 Conduct site layout and preparation. 1.3 Check dry gap crossing bridging components against inventory and materials list for completeness and prepare for operation. 1.4 Report faults and deficiencies in bridging components. 1.5 Select tools and equipment, check for serviceability and report faults.
2. Construct a dry gap crossing	2.1 Assemble and adjust ready for use jigs, fixtures and tools to be used in construction. 2.2 Assemble bridge components and check for compliance, accuracy and alignment.
3. Maintain and clean-up site and equipment	3.1 Maintain gap crossing sites and crossing systems. 3.2 Recover, clean and maintain gap crossing equipment, tools and unused materials. 3.3 Document and report faults and deficiencies in gap crossing equipment, tools and unused materials. 3.4 Store or redeploy gap crossing equipment, tools and materials.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy NA					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA322 Assist in the construction of dry gap crossings.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL093 Assist in the construction of dry gap crossings

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- selecting and using tools and equipment appropriate to the task
- following instructions/directives and reporting information
- assisting in the construction of at least two dry gap crossings using two types of dry gap crossing bridging equipment:
  - multiple or single span gap crossing equipment
  - fixed clear span equipment
  - non equipment bridging
  - improvised and/or expedient materials
  - suspended cable equipment
  - aerial ropeways
- participating in the construction of:
  - at least one bridge of not less than fifteen metres span
  - at least one bridge constructed at night
- preparing the work site
- checking components, tools and equipment
- operating construction equipment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

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- WHS workplace and equipment safety requirements
- materials handling while operating tools
- site safety while working with plant
- composition of teams and roles and responsibilities of team members

Assessment Conditions

Competency should be demonstrated under field conditions over a time frame that allows for individuals to be assessed in the various tasks related to the construction of at least two dry gap crossings using two types of equipment, in the workplace or in a simulated workplace environment. Specifically, access is required to the following resources:

- selected dry gap crossing equipment and components (multiple or single span gap crossing equipment, fixed clear span equipment, non-equipment bridging, improvised and/or expedient materials, suspended cable equipment, aerial ropeways)
- tools, equipment and materials required to support the construction and operation of dry gap crossing equipment
- suitable dry gap training area

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL094 Assist in the preparation, construction and maintenance of roads and tracks

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA323 Assist in the preparation, construction and maintenance of roads and tracks. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to assist in the preparation, construction and maintenance of minor roads and tracks to provide access to work sites, camps and other installations. The minor roads and tracks will normally be of a temporary nature and can be expected to carry only a moderate amount of vehicular traffic without major upgrading, construction and maintenance work to bring it up to a permanent standard. Roads and tracks will normally be constructed in field conditions.

This unit was developed for combat engineer personnel required to assist in the preparation, construction and maintenance of minor roads and tracks to provide access to work sites, camps and other installations in a deployed operational environment, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would usually work as part of a team under supervision, but may undertake some tasks independently. They must use discretion and judgement, and take responsibility for the quality of their outputs. They would perform routine tasks in a broad range of unpredictable contexts.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan and prepare for construction	1.1 Select and wear appropriate personal protective equipment. 1.2 Select and check for serviceability tools and equipment required for the job and report any faults to the supervisor. 1.3 Lay out road/track line and clear it of vegetation and obstructions.
2. Construct road/track sub base	2.1 Remove soil manually or with the assistance of plant support to establish a base of suitable width, slope and stability. 2.2 Coordinate soil and waste removal with plant operators and dump or store. 2.3 Compact or stabilise soil (chemically or mechanically) with the assistance of plant support. 2.4 Make provision for drainage and crossing points progressively.
3. Construct road/track surface and drainage	3.1 Transfer, spread, compact and lay/fix road/track base and other surface materials to meet the planned road/track design. 3.2 Provide drains and establish water runoff.
4. Construct crossings	4.1 Cut and prepare road/track surface at crossing point using appropriate compaction. 4.2 Install culverts in accordance with the predicted volume of water. 4.3 Place, backfill and compact pipes or cords.
5. Maintain road/track and refurbish work site	5.1 Monitor condition of road/track in relation to volume of traffic, loads and expected future requirements. 5.2 Identify and repair or report damage likely to lead to safety or environmental issues. 5.3 Plan and carry out normal wear and tear damage repair with minimal disruption to other activities. 5.4 Identify and modify ineffective drainage.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA323 Assist in the preparation, construction and maintenance of roads and tracks.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL094 Assist in the preparation, construction and maintenance of roads and tracks

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using power tools, hand tools, small plant and other engineering equipment
- measuring relative to the construction process
- using expedient and improvised construction methods and materials
- following instructions/directives and reporting information
- reading and interpreting job instructions, procedures manuals, job guides, field engineering pamphlets, technical specifications, manufacturer's specifications, plans, maps and overlays

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- workplace and equipment safety requirements
- capabilities of small plant and equipment
- materials handling and storage
- expedient and improvised construction methods
- composition of teams and roles and responsibilities of team members
- basic numeracy required to determine linear measurement, and number and placement of pegs

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL095 Assist in the construction and maintenance of field structures

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA324 Assist in the construction and maintenance of field structures. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to construct and maintain a range of field structures, such as bunkers, strongpoints, towers and shelters. Construction is usually of a temporary nature and is undertaken employing expedient construction methods using both commercially available and improvised materials. Construction will normally be carried out in a field environment.

This unit was developed for combat arms personnel involved in the construction and maintenance of field structures in a deployed operational environment, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit will usually work as part of a team under supervision, but may undertake some tasks independently. They use discretion and judgement, and take responsibility for the quality of their outputs in a broad range of unpredictable contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan and prepare work site	1.1 Select and wear personal protective equipment. 1.2 Conduct site layout and preparation in accordance with approved sketches, drawings, specifications and job instructions. 1.3 Inspect for serviceability and prepare for operation all tools and equipment and report defects to the supervisor. 1.4 Source, prepare and stockpile materials in accordance with work schedule, design specifications and job instructions.
2. Build and maintain field structures	2.1 Conduct earthworks for hardstanding, pits and trenches manually, or with plant and operator support, in accordance with specifications and site requirements. 2.2 Position fabricated/pre-fabricated components for assembly. 2.3 Assemble jigs, fixtures and other equipment apply to support construction. 2.4 Erect scaffolding in accordance with job requirements. 2.5 Lay/assemble concrete, bricks/blocks, timber, wire mesh, matting, steel and other materials according to job specifications. 2.6 Conduct horizontal and vertical construction to specification using expedient methods and materials available. 2.7 Camouflage site progressively and maintain concealment. 2.8 Check assembly/construction for compliance with specifications.
3. Maintain and clean-up site and equipment	3.1 Maintain, further develop and/or repair field structures to specification. 3.2 Remove from site, clean, service, maintain and store plant, vehicles, tools and other equipment and complete documentation. 3.3 Clear area and dispose of waste material.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA324 Assist in the construction and maintenance of field structures.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL095 Assist in the construction and maintenance of field structures

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- following instructions
- reading drawings, plans and sketches
- selecting construction materials
- measuring relative to the construction process
- utilising expedient and improvised methods to construct field structures
- reporting information
- laying out a site
- preparing materials and equipment for construction
- applying appropriate expedient construction methods and procedures to the construction including accurate measuring and levelling
- using standard processes to handle and place materials
- completing the construction of field structures to the specified standard

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- workplace and equipment safety requirements
- materials handling and storage
- measurement relative to construction
- expedient and improvised construction methods

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- types and use of field structures
- drawings, plans and graphic representation including lettering, symbols tables, charts, specifications
- techniques for supporting others
- composition of teams and roles and responsibilities of team members
- verbal and non-verbal communication techniques including language style, active listening

Assessment Conditions

Competency should be demonstrated under field conditions over a time frame that allows for constructing and maintaining a number of field structures utilising expedient construction methods and a variety of materials. Assessment should include construction of at least three types of field structures, at least one above and one below ground structure.

Competency should be assessed in the workplace or in a simulated workplace environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL096 Prepare and operate a field water-point

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA325 Prepare and operate a field water point. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.10 and 2.7 removed

Application

This unit describes the skills required to prepare and operate a field water point. Suitable water sources include bores, canals, dams, existing piped supplies, lakes, oceans, rivers, or springs.

This unit applies to combat engineer personnel who are required to locate suitable water sources, select suitable work sites, operate and maintain a field water point, and refurbish sites in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would lead a team under direct and/or indirect supervision. They use discretion and judgement, and take responsibility for the quality of their outputs. They would perform routine tasks in a broad range of unpredictable contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare and plan for water acquisition	1.1 Receive and process requirement and confirm with higher authority as necessary. 1.2 Identify resource availability and serviceability and determine constraints. 1.3 Conduct analysis of the area from available data to identify potential water sources. 1.4 Conduct site surveys, risk and environmental assessments. 1.5 Develop field water point plan in accordance with survey, water quality and quantity, resources, risks and environmental considerations. 1.6 Refer problems that cannot be resolved locally to higher authority for resolution. 1.7 Confirm and monitor competence of team members. 1.8 Brief team. 1.9 Liaise with outside agencies.
2. Construct a field water point	2.1 Direct and supervise team in accordance with plan. 2.2 Organise and direct support from outside agencies. 2.3 Locate and mark local utility assets to prevent damage. 2.4 Establish routes in and out of water points. 2.5 Design and construct/establish structures. 2.6 Provide technical advice to the chain of command and/or support agencies.
3. Operate and maintain a field water point	3.1 Produce, store and distribute potable water. 3.2 Supervise water point team. 3.3 All unexpected situations that require a response are recognised and responded to in accordance with operational requirements and standard procedures. 3.4 Provide reports and data to higher authority.
4. Refurbish site and finalise activity	4.1 Refurbish site in accordance with environmental requirements. 4.2 Dispose of chemicals and waste in accordance with

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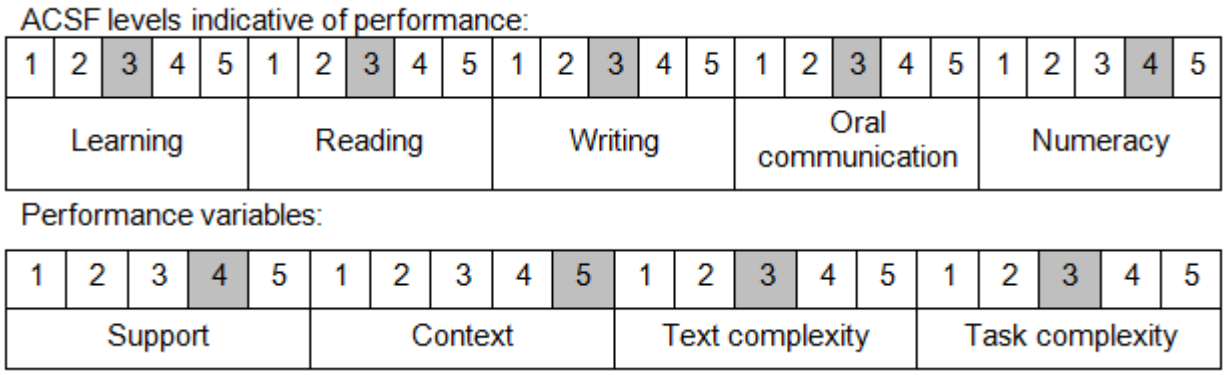
	environmental requirements. 4.3 Recover, clean and maintain equipment, tools and materials. 4.4 Store or redeploy equipment, tools and materials. 4.5 Complete documentation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA325 Prepare and operate a field water point.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL096 Prepare and operate a field water-point

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing instructions
- conducting and quality assuring water analysis
- conducting risk assessment
- conducting tactical and technical water-point reconnaissance
- managing fuel/chemical spill containment
- managing the storage of water
- preparing and issuing instructions and orders
- providing advice
- selecting and maintaining routes
- supervising the construction of improvised water towers
- communicating effectively with team personnel and outside agencies
- monitoring water quality and quantity

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- design and construction requirements of improvised water towers
- environmental considerations:
  - chemical storage/MSDS
  - fuel/chemical spill containment

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- legal responsibilities
- pathology report of water samples
- relevant legislation and procedures in relation to environmental requirements
- relevant WHS regulations/requirements, equipment, material and personal safety requirements
- requirements of a technical reconnaissance of a water point
- water analysis and storage requirements

Assessment Conditions

Competency should be demonstrated over a time frame that allows the individual to be observed in all aspects of the operation, a typical time frame would be three days.

Competency should be assessed in the workplace or in a simulated work environment. Specifically, access is required to the following resources:

- field water point equipment and accessories relevant to the task
- team
- hand tools, power tools, plant and other equipment appropriate to the supply of water
- suitable water supply
- field water point site
- pathology report of water samples

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL097 Operate an inland modular raft or ferry

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA326 Operate an inland modular raft or ferry. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.13 removed

Application

This unit describes the skills required to operate an inland modular raft or ferry. The raft or ferry will consist of at least three connected, unpowered pontoons that are propelled by at least two tugs. This unit of competency covers the assembly, navigation, and manoeuvring of the raft or ferry. The raft or ferry will normally be driven in an environment of protected or inland waterways, while conducting a range of tasks including the transport of personnel and/or equipment.

This unit applies to combat engineer personnel who are required to operate an inland modular raft or ferry in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would lead a team under direct and/or indirect supervision. They use discretion and judgement, and take responsibility for the quality of their outputs. They would perform routine tasks in a broad range of unpredictable contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for raft or ferry operation	1.1 Determine task, cargo, destination and route from operating instructions. 1.2 Compile navigation data. 1.3 Check cargo weight is within the safe operating limit of the craft and complete manifests to ensure passengers and cargo are safe to move. 1.4 Conduct launch site survey, risk and environmental assessment. 1.5 Determine suitable raft or ferry design. 1.6 Develop assembly and disassembly plan in accordance with design, resources, surveys, risks and environmental considerations. 1.7 Select equipment and check for serviceability, replace or reject, and report unserviceable items. 1.8 Check operator and crew conform to relevant state/territory and federal licensing requirements. 1.9 Refer problems that cannot be resolved locally to higher authority for resolution. 1.10 Brief crew. 1.11 Liaise with outside agencies as required. 1.12 Conduct shore preparation and prepare the pontoons and tugs for launch.
2. Assemble and manoeuvre the raft or ferry	2.1 Direct and supervise crew. 2.2 Launch tugs and pontoons. 2.3 Assemble raft or ferry in accordance with assembly plan. 2.4 Brief passengers on safety issues prior to embarking. 2.5 Load raft or ferry in accordance with manifest and check security, alignment and load stability. 2.6 Navigate and manoeuvre raft or ferry consistent with hazards and environmental conditions. 2.7 Conduct contingency and emergency drills to minimise threat to personnel and equipment.

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	2.8 Disembark personnel and unload equipment. 2.9 Recognise and respond to unexpected situations that require a quick and decisive response in accordance with operational requirements.
3. Recover and restore raft or ferry	3.1 Disassemble raft or ferry in accordance with disassembly plan. 3.2 Recover pontoons and tugs. 3.3 Check equipment for serviceability, clean and service it, and report any defects. 3.4 Complete documentation. 3.5 Complete debriefing requirements.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	**4**	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	**3**	4	5
Learning					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	**4**	5	1	2	3	4	**5**	1	2	**3**	4	5	1	2	**3**	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA326 Operate an inland modular raft or ferry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL097 Operate an inland modular raft or ferry

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- commanding and controlling crew, passengers and loads
- commanding and navigating the raft or ferry by day and night
- monitoring hazards and applying safety principles to operations
- reading and interpreting navigation charts
- operating the LRV to launch and recover tugs and pontoons
- supervising raft and ferry construction
- using clear interpersonal communication as operator of the vessel
- using knots and lashings
- operating a raft or ferry on various waterways
- managing contingency and emergency actions
- manoeuvring a raft or ferry, with a minimum weight of twenty tonnes

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- applicable statutory waterways rules for watercraft operation
- boat specific safety requirements and fire suppressant system
- gap reconnaissance
- hasty buoyancy/floatation calculations
- launch and recovery procedure for the launch and recovery vehicle

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- loading procedures and centre of gravity
- effects of water moving over objects and obstacles
- effects of wind on floating objects
- manifest data
- raft and ferry design and construction sequence

Assessment Conditions

Competency should be demonstrated over a time frame that allows for the preparation, launch, recovery, navigation and manoeuvring of a raft or ferry under a range of water operating conditions carrying personnel or cargo, either in the workplace or in a simulated work environment. Specifically, access is required to the following resources:

- tugs and pontoons
- associated equipment and accessories, including cargo crew
- suitable waterways with access to flowing/tidal water

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL111 Undertake reconnaissance tasks

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA404B Undertake reconnaissance tasks. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.4 and 2.5 removed

Application

This unit describes the skills required to operate as a team member during the conduct of reconnaissance tasks in the Defence Force. Reconnaissance operations require soldiers to operate in small teams in close proximity to the enemy in order to gather information to inform their commanders.

This unit applies to those working as combat arms personnel required to deploy in an operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team under direct and/or indirect supervision. They would use discretion and judgement, and take responsibility for the quality of their outputs. They would perform specific tasks in a broad range of contexts.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

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Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for reconnaissance tasks	1.1 Interpret and clarify reconnaissance orders. 1.2 Conduct battle procedure. 1.3 Select appropriate equipment, check for serviceability and fit as directed and/or required by the operational environment.
2. Conduct a reconnaissance patrol	2.1 Adhere to formations in accordance with operational requirements. 2.2 Conduct drills and procedures. 2.3 Minimise detection when completing movement. 2.4 Conduct patrol debrief.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing NA					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

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Unit Mapping Information

This unit supersedes and is equivalent to DEFCA404B Undertake reconnaissance tasks.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL111 Undertake reconnaissance tasks

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying navigation techniques
- applying operational safety
- preparing and using reconnaissance equipment
- utilising reconnaissance techniques
- applying fieldcraft and battle craft

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- battle craft
- characteristics, technical capabilities, effects, employment and limitations of equipment
- cultural awareness
- fire control orders
- navigation techniques
- WHS requirements
- Orders for Opening Fire
- recognised safety precautions

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL112 Undertake surveillance tasks

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA405B Undertake surveillance tasks. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.6 reworded

Application

This unit describes the skills required to undertake surveillance patrols as part of a team during land operations in the Defence Force. Surveillance patrolling is carried out in both forward and rear areas to detect, locate, identify and report on threats and to monitor the threat environment. A surveillance patrol team consists of up to ten people (for example an infantry section). Surveillance patrols are conducted to both maintain security and to gain information such as:

- changes in patterns of normalcy
- characteristics of infrastructure and facilities
- sign of activity
- strength and disposition of threat

This unit applies to those working as arms personnel required to deploy in an operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team under direct and/or indirect supervision. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a broad range of contexts.

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No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for patrolling	1.1 Interpret and clarify operation orders. 1.2 Check and assemble equipment. 1.3 Carry out personal preparation in accordance with patrol orders, operational requirements and standard procedures. 1.4 Carry out patrol rehearsals in accordance with patrol orders operational requirements and standard procedures.
2. Conduct surveillance patrol	2.1 Conduct insertion and extraction into and out of patrol. 2.2 Maintain patrol security. 2.3 Adhere to formations. 2.4 Conduct patrol drills and procedures. 2.5 Apply navigational techniques. 2.6 Detect and report signs of threat presence. 2.7 Locate, identify and monitor threat when present within designated areas.
3. Finalise patrolling activities	3.1 Conduct post patrol activities. 3.2 Conduct post patrol administration.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA405B Undertake surveillance tasks.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL112 Undertake surveillance tasks

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- employing relevant patrol equipment
- preparing and using surveillance equipment
- applying fieldcraft and battle craft
- conducting surveillance on a target
- assimilating orders

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- administrative requirements
- battle craft
- characteristics, technical capabilities, effects, employment and limitations of patrol weapons
- characteristics, technical capabilities, effects, employment and limitations of relevant patrol equipment
- current operational environment
- fieldcraft
- first aid
- navigation techniques
- operational safety

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- patrol drills
- preventative health measures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL113 Operate a service pistol

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA406B Operate a service pistol. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.1 removed • PC 1.2 and 1.4, and 4.1 and 4.3 merged

Application

This unit describes the skills required to operate a service pistol. Operating a service pistol involves the ability to safely handle, safely maintain, safely operate and safely fire the service pistol.

This unit applies to those working as combat arms personnel required to operate a service pistol.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a group usually in self-defence. They would work under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Handle a service pistol	1.1 Identify, select and safely handle ammunition. 1.2 Secure, handle and carry service pistol.
2. Maintain a service pistol	2.1 Strip and assemble service pistol. 2.2 Clean and maintain pistol and associated equipment. 2.3 Clean, inspect, carry and secure ammunition. 2.4 Identify and rectify defects within limits of authority or report them to supervisor. 2.5 Complete documentation.
3. Operate a service pistol	3.1 Fill and empty service pistol magazine. 3.2 Conduct weapon drills. 3.3 Apply marksmanship principles. 3.4 Adopt fire positions as required by environment and threat. 3.5 Employ weapon equipment.
4. Fire a service pistol	4.1 Identify and engage targets to fire a service pistol. 4.2 Comply with Range Safety Brief and Practice Brief when firing a service pistol on a range.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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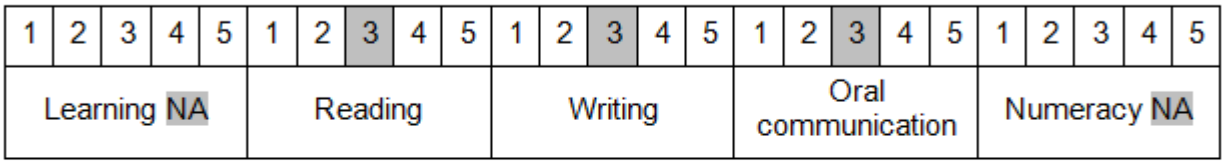
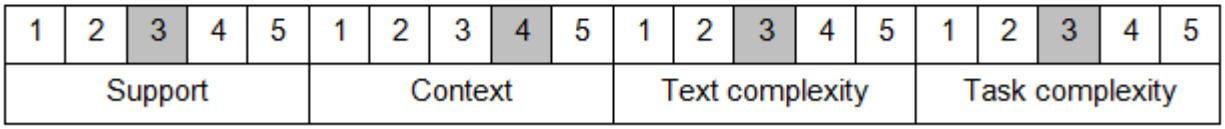
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA406B Operate a service pistol.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL113 Operate a service pistol

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- achieving the required effects of fire
- applying recognised safety precautions
- conducting weapon drills including:
  - safety precautions
  - degrees of weapon readiness
  - immediate action and stoppage
- recognising the limit of own authority

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of the pistol and ammunition
- WHS requirements
- Practice Brief
- Range Safety Brief
- recognised safety precautions
- weapon drills

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL114 Operate a sustained fire machine gun

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA407B Operate a sustained fire machine gun. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.1 removed • PC 1.2 and 1.4, and 4.1 and 4.3 merged

Application

This unit describes the skills required to operate a sustained fire machine gun. It involves the ability to safely handle, safely maintain, safely operate and safely fire the sustained fire machine gun. A sustained fire machine gun is normally fired from a tripod utilising a sighting system enabling direct and indirect fire.

This unit applies to those working as combat arms personnel required to operate a sustained fire machine gun.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, usually as part of a team and will operate under direct orders. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a range of contexts.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

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Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Handle a sustained fire machine gun	1.1 Identify, select and safely handle ammunition. 1.2 Secure, handle and carry sustained fire machine gun.
2. Maintain a sustained fire machine gun	2.1 Strip and assemble sustained fire machine gun. 2.2 Clean and service sustained fire machine gun and associated equipment. 2.3 Clean, inspect, carry and secure ammunition. 2.4 Identify and rectify defects within limits of authority or report to supervisor. 2.5 Complete documentation.
3. Operate a sustained fire machine gun	3.1 Conduct weapon drills. 3.2 Apply marksmanship principles. 3.3 Adopt fire positions as required by environment and threat. 3.4 Employ weapon equipment.
4. Fire a sustained fire machine gun	4.1 Identify and engage targets to fire sustained fire machine gun. 4.2 Comply with Range Safety Brief and Practice Brief when firing a sustained fire machine gun on a range.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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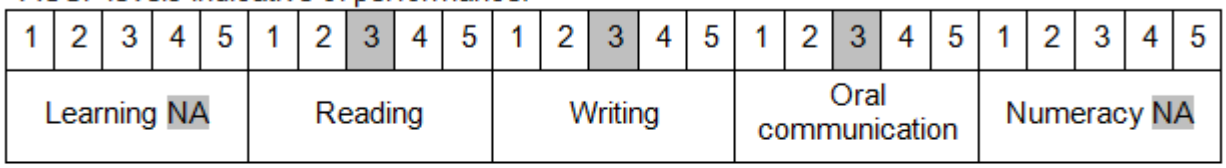
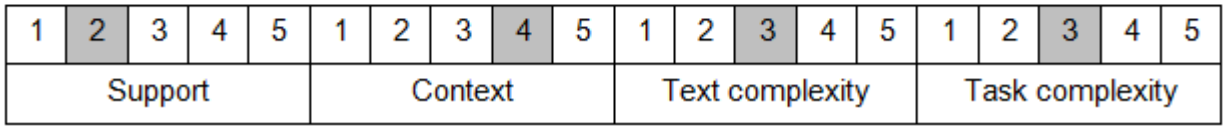
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA407B Operate a sustained fire machine gun.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL114 Operate a sustained fire machine gun

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- aiming the sustained fire machine gun
- applying immediate action and stoppage drills
- applying recognised safety precautions
- conducting weapon drills including:
  - safety precautions
  - degrees of weapon readiness
  - immediate action and stoppage
- firing the weapon using, as a minimum, ball ammunition
- firing the weapon mounted on a tripod
- recognising the limit of own authority

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of the sustained fire machine gun and ammunition
- degrees of weapon readiness
- WHS requirements
- marksmanship principles
- range safety

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- safety precautions of the sustained fire machine gun
- types of targets

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL115 Operate sustained fire machine guns on operations

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA408B Operate sustained fire machine guns on operations. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.3 removed

Application

This unit describes the skills required to conduct battle shooting on operations with sustained fire machine guns, including but not limited to MAG 58 and 12.7 Quick Change Barrel (QCB), in the Defence Force. This is only assessed in an operational environment, for example, as a member of a direct fire support weapons platoon.

This unit applies to those working as combat arms personnel required to operate a sustained fire machine on operations in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, usually as part of a team and will usually operate under direct orders. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a broad range of unpredictable contexts.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

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Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Handle a sustained fire machine gun	1.1 Conduct weapon drills. 1.2 Adopt fire positions as required by environment and threat. 1.3 Secure ammunition.
2. Apply fire with a sustained fire machine gun	2.1 Employ weapon sighting systems and associated equipment as required by the operational environment. 2.2 Comply with Rules of Engagement and Orders for Opening Fire when firing a sustained fire machine gun on operations, in accordance with operational requirements. 2.3 Identify and engage targets as required by the operational environment.
3. Maintain and stow a sustained fire machine gun	3.1 Clean and service sustained fire machine gun and associated equipment as required by the operational conditions. 3.2 Identify and rectify defects if within limits of authority or report them to supervisor. 3.3 Complete documentation. 3.4 Secure sustained fire machine gun.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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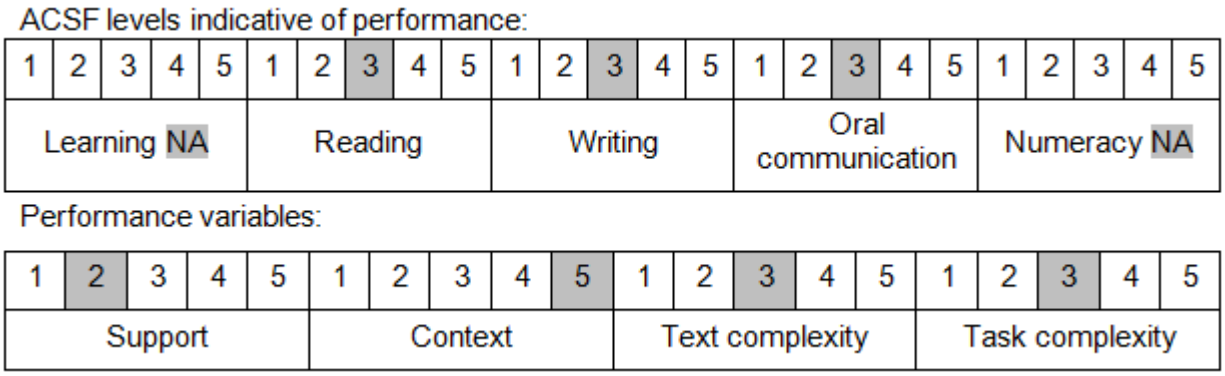

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA408B Operate sustained fire machine guns on operations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL115 Operate sustained fire machine guns on operations

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- achieving the required effects of fire
- applying battle craft and fieldcraft
- applying recognised safety precautions
- carrying out weapon drills including:
  - action
  - checking clearances
  - degrees of weapon readiness
  - dismount
  - firing
  - immediate action and stoppage
  - mounting
  - parallel
  - safety precautions
  - scales adjustment
  - sight calibration
  - stripping and assembling
- firing the weapon using, as a minimum, linked ball ammunition
- applying a variety of engagement techniques including at least two of:
  - destruction
  - fixing
  - harassing

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  - neutralisation
  - suppression
  - varied rates of fire
- firing, as a minimum, from any unsupported position
- recognising limit of own authority

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- battle craft
- characteristics, technical capabilities, effects, employment and limitations of the sustained fire machine gun and ammunition
- fieldcraft
- fire control orders
- WHS requirements
- recognised safety precautions
- weapon drills

Assessment Conditions

Competency should be assessed in a simulated workplace environment using live ammunition in a range of actual live firing contexts based on a number of realistic operational scenarios. The context of assessment is simulated due to the nature of this high risk environment.

Specific resources for assessment include access to:

- sustained fire machine gun
- ammunition
- simulated operational environment

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL116 Operate a shotgun

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA409B Operate a shotgun. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.1, 4.1 and 4.2 removed • Element 1 one new PC • Elements 3 & 4 merged

Application

This unit describes the skills required to operate a shotgun, such as the Remington 870. Operating a shotgun involves the ability to safely handle, safely maintain, safely operate and safely fire it.

This unit applies to those working in Defence as combat arms personnel required to operate a shotgun.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, usually as part of a team and will operate under direct orders. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a range of contexts.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

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Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Handle a shotgun	1.1 Identify shotgun safety requirements. 1.2 Carry and handle shotgun. 1.3 Identify, select and handle ammunition. 1.4 Secure shotgun.
2. Maintain a shotgun	2.1 Strip and assemble shotgun. 2.2 Clean and service shotgun and associated equipment. 2.3 Clean inspect and carry ammunition. 2.4 Identify and rectify defects within limits of authority or report to supervisor. 2.5 Complete relevant documentation.
3. Operate a shotgun	3.1 Fill shotgun magazine. 3.2 Conduct weapon drills. 3.3 Apply marksmanship principles. 3.4 Adopt fire positions as required by environment and threat. 3.5 Employ weapon equipment. 3.6 Identify and engage targets.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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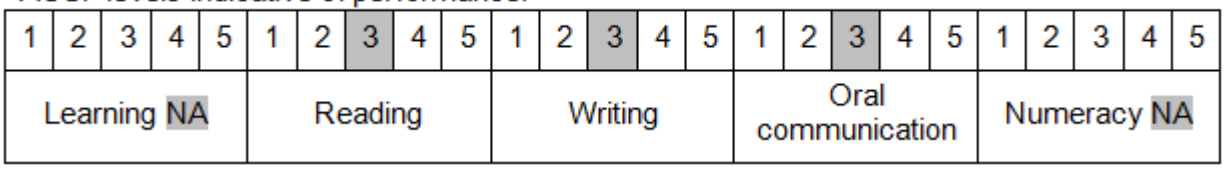
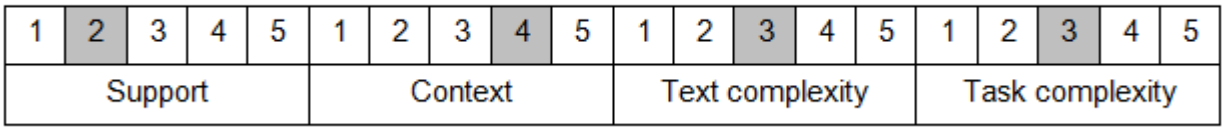
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA409B Operate a shotgun.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL116 Operate a shotgun

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- adopting appropriate firing position
- aiming the shotgun
- applying immediate action and stoppage drills
- applying recognised safety precautions
- conducting weapon drills including:
  - safety precautions
  - degrees of weapon readiness
  - immediate action and stoppage
- firing the weapon
- recognising the limit of own authority

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of the shotgun and ammunition
- cycle of operation of the shotgun
- degrees of weapon readiness
- marksmanship principles
- safety precautions of the shotgun
- types of targets

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL117 Throw grenades on operations

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA410B Throw grenades on operations. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Element 3 one new PC

Application

This unit describes the skills required to throw a grenade on operations in the Defence Force.

This unit applies to those working as combat arms personnel required to throw grenades in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, usually as part of a team, and usually under direct orders. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a broad range of unpredictable contexts.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

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Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Handle a grenade	1.1 Identify and select grenade. 1.2 Handle and carry grenade. 1.3 Adopt throwing positions as required by environment and threat.
2. Throw a grenade	2.1 Conduct grenade drills. 2.2 Identify and engage targets as required by the operational environment.
3. Maintain and stow grenades	3.1 Clean and service grenade and associated equipment in all operational conditions. 3.2 Identify defects and report to supervisor. 3.3 Complete documentation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA410B Throw grenades on operations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL117 Throw grenades on operations

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- interpreting fire control orders
- completing grenade drills including:
  - safety precautions
  - throwing drills
- throwing the high explosive (HE) grenade from various positions including at least one of:
  - kneeling
  - lying
  - standing

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- battle craft
- characteristics, technical capabilities, effects, employment and limitations of the grenade
- fieldcraft
- fire control orders
- grenade drills
- recognised safety precautions
- target indications

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL118 Operate a grenade launcher

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA411B Operate a grenade launcher. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.1 removed • PC 1.2 and 1.4, and 4.1 and 4.3 merged

Application

This unit describes the skills required to operate a grenade launcher. Operating a grenade launcher involves the ability to safely handle, maintain, operate and fire the grenade launcher. The grenade launcher fires a grenade designed to be used against area and point targets. The weapon is carried by one person and can be fired from normal small arms firing positions.

This unit applies to those working as combat arms personnel required to operate a grenade launcher.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, usually as part of a team and will operate under direct orders. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Handle a grenade launcher	1.1 Identify, select and safely handle ammunition. 1.2 Handle, carry and secure grenade launcher.
2. Maintain a grenade launcher	2.1 Strip and assemble grenade launcher. 2.2 Clean and service grenade launcher and associated equipment. 2.3 Clean, inspect, carry and secure ammunition. 2.4 Identify and rectify defects within limits of authority or report them to supervisor. 2.5 Complete documentation.
3. Operate a grenade launcher	3.1 Conduct weapon drills. 3.2 Apply marksmanship principles. 3.3 Adopt fire positions as required by environment and threat. 3.4 Employ weapon equipment.
4. Fire a grenade launcher	4.1 Identify and engage targets to fire grenade launcher. 4.2 Comply with Range Safety Brief and Practice Brief when firing a grenade launcher on a range.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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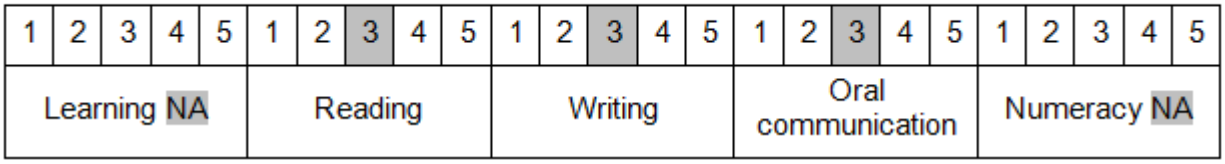
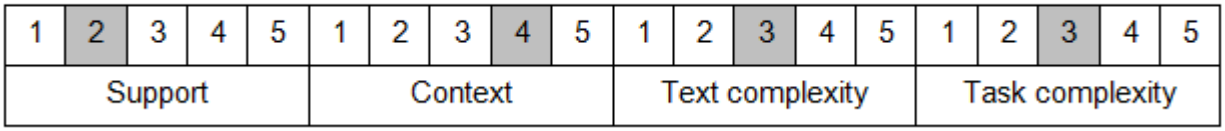
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA411B Operate a grenade launcher.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL118 Operate a grenade launcher

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- adopting appropriate firing position
- aiming the grenade launcher
- applying immediate action and stoppage drills
- applying recognised safety precautions
- conducting following weapon drills:
  - safety precautions
  - degrees of weapon readiness
  - immediate action and stoppage
- firing the weapon
- recognising the limit of own authority

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of the grenade launcher and ammunition
- WHS requirements
- marksmanship principles
- range safety
- safety precautions of the grenade launcher

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- types of targets

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL119 Operate a mortar

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA412B Operate a mortar. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.4 removed • Elements 2 and 3 merged

Application

This unit describes the skills required to operate a mortar, including the 81mm mortar, in the Defence Force.

This unit applies to those working as combat arms personnel required to operate mortar equipment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, usually as part of a team and will operate under direct orders. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a range of contexts.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

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Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Position the weapon	1.1 Prepare weapon position for firing. 1.2 Prepare ancillary equipment for use and operate as required or directed. 1.3 Prepare weapon for firing.
2. Fire the weapon	2.1 Prepare sighting equipment for use and operate as required or directed. 2.2 Calculate firing data both manually and electronically, and communicate to supervisor. 2.3 Aim and adjust mortar as directed. 2.4 Handle and prepare ammunition. 2.5 Inspect ammunition visually and report defects to supervisor. 2.6 Conduct weapon drills. 2.7 Fire mortar in an operational environment and in accordance with orders.
3. Maintain and stow the mortar	3.1 Clean and service weapon and associated equipment as required. 3.2 Identify and rectify defects within limits of authority or report to supervisor. 3.3 Complete documentation. 3.4 Secure mortar.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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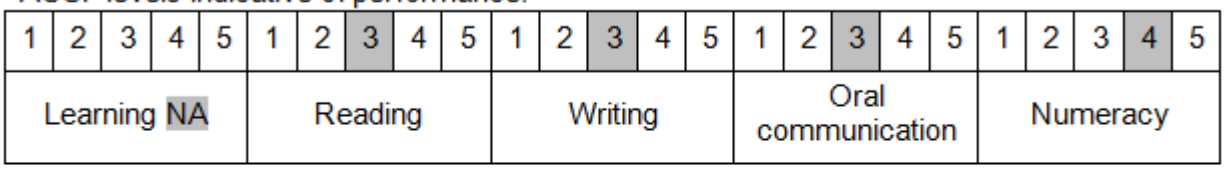
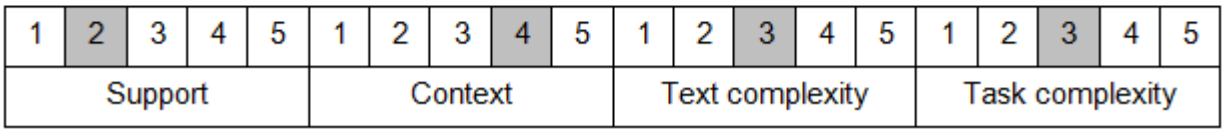
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA412B Operate a mortar.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL119 Operate a mortar

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- achieving the required effects of fire
- applying battle craft
- applying fieldcraft
- applying recognised safety precautions
- interpreting fire control orders
- carrying out weapon drills including:
  - action
  - adjustment of scales
  - cease fire
  - firing
  - misfire
  - parallel
  - position aiming posts
- firing the weapon using, as a minimum, high explosive ammunition
- completing a variety of firing data calculations at least two of:
  - circular/rectangular sheath
  - coverage
  - datum
  - grids
  - intersection
  - linear
  - link shooting

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- location
- polar
- proving the belt
- shift

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- battle craft
- characteristics, technical capabilities, effects, employment and limitations of mortars and ammunition
- fieldcraft
- target indication procedure
- weapon drills

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL120 Operate a direct fire support weapon

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA413B Operate a direct fire support weapon. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.1 removed • PC 1.2 and 1.4, and 4.1 and 4.3 merged

Application

This unit describes the skills required to operate a direct fire support weapon, including any in service 66 mm or 84 mm direct fire support weapon. Operating a direct fire support weapon involves the ability to handle, maintain, operate and fire the direct fire support weapon. The weapon is designed to be carried by a person.

This unit applies to those working as combat arms personnel required to operate direct fire support weapons.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, usually as part of a team and will operate under direct orders. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Handle a direct fire support weapon	1.1 Identify, select and safely handle ammunition. 1.2 Secure, handle and carry direct fire support weapon.
2. Maintain a direct fire support weapon	2.1 Strip and assemble direct fire support weapon. 2.2 Clean and service direct fire support weapon and associated equipment. 2.3 Clean, inspect, carry and secure ammunition. 2.4 Identify and rectify defects within limits of authority or report them to supervisor. 2.5 Complete documentation.
3. Operate a direct fire support weapon	3.1 Conduct weapon drills. 3.2 Apply marksmanship principles. 3.3 Adopt fire positions as required by environment and threat. 3.4 Employ weapon equipment.
4. Fire a direct fire support weapon	4.1 Identify and engage target to fire direct fire support weapon. 4.2 Comply with Range Safety Brief and Practice Brief when firing a direct fire support weapon on a range.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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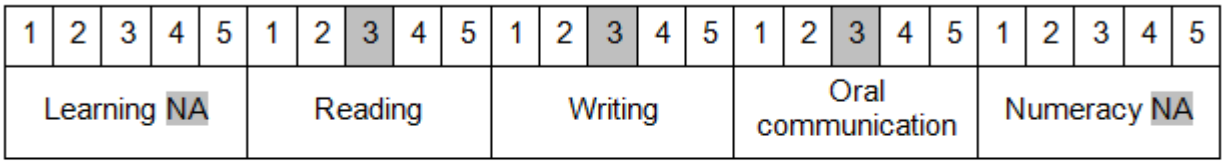
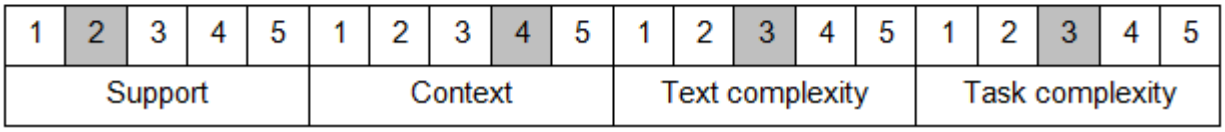
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA413B Operate a direct fire support weapon.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL120 Operate a direct fire support weapon

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- adopting appropriate firing position
- aiming the direct fire support weapon
- applying immediate action and stoppage drills
- applying recognised safety precautions
- conducting weapon drills
- firing the weapon
- recognising the limit of own authority

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of the direct fire support weapon and ammunition
- degrees of weapon readiness
- WHS requirements
- marksmanship principles
- range safety
- safety precautions of the direct fire support weapon
- types of targets

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL121 Operate direct fire support weapon systems on operations

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA414B Operate direct fire support weapon systems on operations. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.5 removed • PC 1.2 and 1.6 merged

Application

This unit describes the skills required to safely handle, aim, fire, and maintain direct fire support weapon systems (such as the 84 mm Carl Gustaf) designed to destroy targets and provide battlefield effects. The weapon system is carried and operated by a team.

All members of the team must be thoroughly familiar with target identification, the characteristics and capabilities of the weapon system and be competent in the application of fire in an operational environment. The team will usually operate under direct Orders for Opening Fire and in accordance with the Rules of Engagement.

This unit applies to those working in Defence as combat arms personnel.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, usually as part of a team and will usually operate under direct orders. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a broad range of unpredictable contexts.

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No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Handle a direct fire support system	1.1 Handle and carry weapon. 1.2 Identify, select, handle and secure ammunition. 1.3 Conduct weapon drills. 1.4 Adopt fire positions as required by environment and threat.
2. Apply fire with a direct fire support system	2.1 Employ weapon sighting systems and associated equipment as required by the operational environment. 2.2 Identify and engage targets.
3. Maintain and stow a direct fire support system	3.1 Conduct maintenance. 3.2 Identify and rectify defects within limits of authority or reported to supervisor. 3.3 Complete documentation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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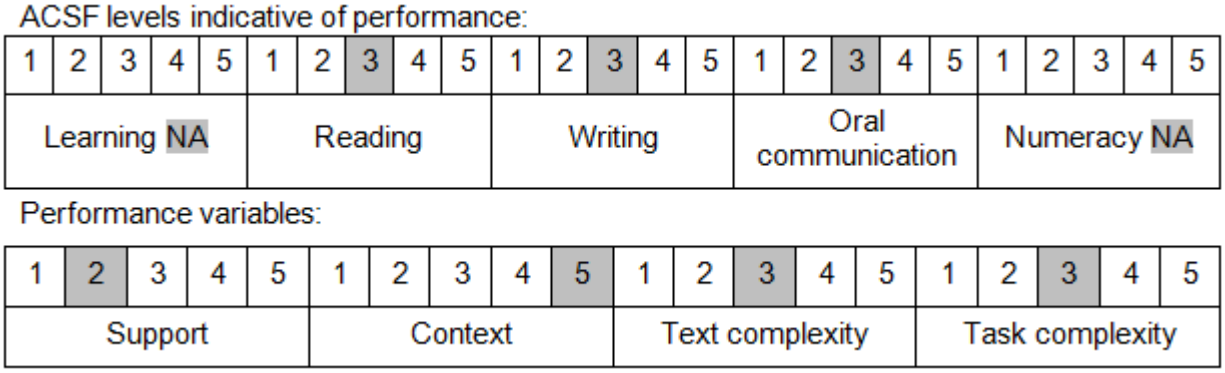

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA414B Operate direct fire support weapon systems on operations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL121 Operate direct fire support weapon systems on operations

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying battle craft
- applying fieldcraft skills
- applying recognised safety precautions
- using binoculars
- carrying out weapon drills including:
  - checking clearances
  - degrees of weapon readiness
  - immediate action and misfire
  - safety precautions
  - stripping and assembling
- identify the target type
- firing the weapon using high explosive ammunition
- achieving the desired effect of fire – destruction, obscuration, illumination fire - from any supported or unsupported position
- recognising limit of own authority

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- battle craft

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- characteristics, technical capabilities, effects, employment and limitations of the weapon
- characteristics, technical capabilities of the system
- fieldcraft
- fire control orders
- safety precautions associated with the equipment
- target identification
- weapon drills

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL122 Operate anti-personnel weapon

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA415B Operate anti-personnel weapon. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.1 removed • PC 1.2 and 1.3 merged • Elements 1 and 2 merged

Application

This unit describes the skills required to operate an antipersonnel weapon, including the M18A1 Claymore. This involves the ability to handle, maintain, operate and arm the antipersonnel weapon. Antipersonnel weapons are directional, command detonated, fragmentation devices.

This unit applies to those working as combat arms personnel required to operate an antipersonnel weapon.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, usually as part of a team and will operate under direct orders. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Handle and maintain the antipersonnel weapon	1.1 Handle, carry and secure antipersonnel weapon. 1.2 Clean and service antipersonnel weapon and associated equipment. 1.3 Identify and rectify defects within limits of authority or report them to supervisor. 1.4 Complete documentation.
2. Operate and arm the antipersonnel weapon	2.1 Conduct weapon drills. 2.2 Aim the antipersonnel weapon. 2.3 Employ weapon equipment. 2.4 Sight and arm antipersonnel weapon. 2.5 Comply with Range Safety Brief and Practice Brief when using an antipersonnel weapon on a range.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	3	4	5
Learning **NA**					Reading					Writing					Oral communication					Numeracy **NA**				

Performance variables:

1	**2**	3	4	5	1	2	3	**4**	5	1	2	**3**	4	5	1	2	**3**	4	5
Support					Context					Text complexity					Task complexity				

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA415B Operate anti-personnel weapon.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL122 Operate anti-personnel weapon

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying recognised safety precautions
- carrying out weapon drills

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of the antipersonnel weapon and ammunition
- WHS requirements
- range safety
- safety precautions of the antipersonnel weapon

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL123 Employ hand operated pyrotechnics

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA416C Employ hand operated pyrotechnics. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.4 removed

Application

This unit describes the skills required to effectively employ pyrotechnics in the Defence Force. Pyrotechnics are usually used for illumination, signalling and obscuration.

This competency was developed for combat arms personnel working with pyrotechnics, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would typically work independently under direct and/or indirect supervision. They use discretion and judgement, and take responsibility for the quality of their outputs. They would perform specific tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Military Skills

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Handle pyrotechnics	1.1 Identify and select pyrotechnics according to operational requirements. 1.2 Handle and carry pyrotechnics. 1.3 Adopt operating positions as required by circumstances and type of pyrotechnic. 1.4 Monitor environmental factors to ensure safety.
2. Operate pyrotechnics	2.1 Activate pyrotechnics. 2.2 Achieve outcome required from using pyrotechnics. 2.3 Minimise environmental impact arising from use of pyrotechnics and recover waste products.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing NA					Oral communication NA					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

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Unit Mapping Information

This unit supersedes and is equivalent to DEFCA416C Employ hand operated pyrotechnics.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL123 Employ hand operated pyrotechnics

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying recognised safety precautions
- employing pyrotechnics for illumination, signalling and obscuration

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of the pyrotechnics
- WHS requirements
- recognised safety precautions

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL124 Destroy targets using a direct fire guided weapons system

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA417B Destroy targets using a direct fire guided weapons system. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.5, 2.2 and 2.5 removed • PC 1.2 and 1.6 merged

Application

This unit describes the skills required to safely handle, aim, fire, and maintain direct fire guided weapon systems designed to destroy targets, which may include Dragon, Javelin, Milan, and TOW. The weapon is designed to be carried by a person. The individual will usually operate under Orders for Opening Fire and in accordance with the Rules of Engagement.

This unit applies to those working as combat arms personnel required to operate direct fire guided weapon systems designed to destroy targets in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would normally operate the weapon in a team environment under supervision. The operators must be thoroughly familiar with characteristics and capabilities of the guided weapon system and competent in the application of fire in an operational or simulated operational environment. They would perform specific tasks in a broad range of contexts that can be unpredictable.

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No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Handle a direct fire guided weapon system	1.1 Handle and carry weapon. 1.2 Identify, select, handle and secure ammunition. 1.3 Conduct weapon drills. 1.4 Adopt fire positions as required by environment and threat.
2. Fire with a direct fire guided weapon system	2.1 Employ weapon sighting systems as required by the operational environment. 2.2 Sight, identify and select targets. 2.3 Track and engage targets as required by the operational environment.
3. Maintain and stow a direct fire guided weapon system	3.1 Conduct maintenance. 3.2 Identify defects and rectify within limits of authority or reported to supervisor. 3.3 Complete documentation. 3.4 Secure direct fire support system.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading NA					Writing					Oral communication					Numeracy NA					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA417B Destroy targets using a direct fire guided weapons system.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL124 Destroy targets using a direct fire guided weapons system

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- achieving the required effects of fire
- handling weapon safely in an operational environment
- using binoculars
- tracking and engaging targets using the weapon system
- carrying out weapon drills including:
  - checking clearances
  - degrees of weapon readiness
  - immediate action and misfire
  - safety precautions
  - stripping and assembling
- identifying the target type
- carrying out live or simulated engagements
- firing from any supported and unsupported position

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- battle craft
- characteristics, technical capabilities, effects, employment and limitations of the weapon

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- characteristics, technical capabilities of the system
- fieldcraft
- fire control orders
- safety precautions associated with the equipment
- target identification
- weapon drills

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL125 Operate a service rifle on operations

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA419B Operate a service rifle on operations. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.5 and 2.2 removed • PC 1.2 and 1.6 merged

Application

This unit describes the skills required to effectively conduct battle shooting on operations with a service rifle in the Defence Force. The individual will usually operate under Orders for Opening Fire and in accordance with the Rules of Engagement.

This unit was developed for combat arms personnel required to operate a service rifle in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, usually as part of a team and will usually operate under direct orders. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a broad range of unpredictable contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Handle a service rifle	1.1 Handle and carry service rifle. 1.2 Identify, select, handle and secure ammunition. 1.3 Conduct weapon drills. 1.4 Adopt fire positions as required by environment and threat.
2. Apply fire with a service rifle	2.1 Employ weapon sighting systems and associated equipment as required by the operational environment. 2.2 Identify and engage targets as required by the operational environment.
3. Maintain and stow a service rifle	3.1 Clean and service weapon and associated equipment in all operational conditions. 3.2 Identify defects and rectify within limits of authority or report to supervisor. 3.3 Complete documentation. 3.4 Secure service rifle.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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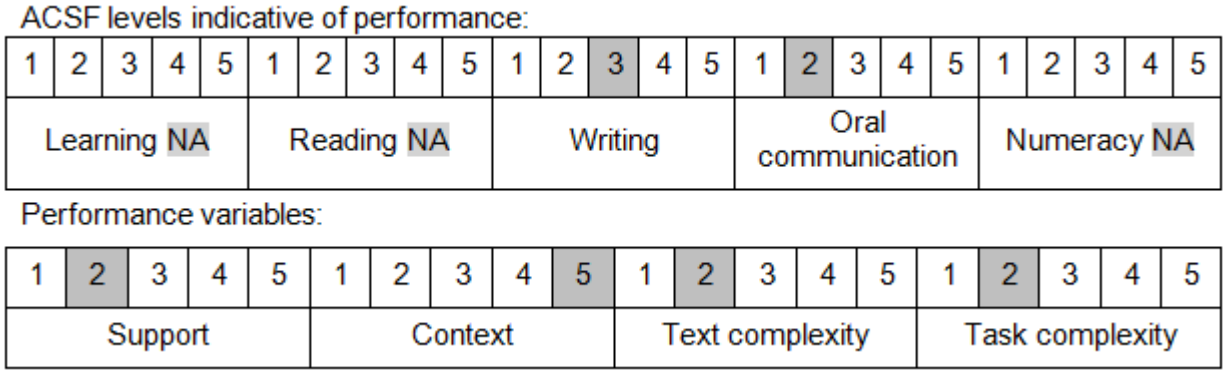

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA419B Operate a service rifle on operations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL125 Operate a service rifle on operations

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. ▸ Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- achieving the required effects of fire
- applying battle craft
- applying fieldcraft skills
- applying recognised safety precautions
- handling weapons in an operational environment
- following fire control orders
- working in a team
- conducting the following weapon drills:
  - checking clearances
  - degrees of weapon readiness
  - immediate action and stoppage
  - safety precautions
  - stripping and assembling
- firing the weapon using, as a minimum, ball ammunition
- applying engagement techniques including at least one of:
  - fix
  - destruction
  - neutralisation
  - rates of fire
  - suppression
- recognising limit of own authority

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Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- battle craft
- characteristics, technical capabilities, effects, employment and limitations of the service rifle and ammunition
- fieldcraft
- fire control orders
- WHS requirements
- recognised safety precautions
- weapon drills

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

The service rifle operator must be able to achieve the organisational standard of operation and marksmanship, in Defence stipulated in Training the Battle Shot Stage 5; MLW 2 9 1Training the Battle Shot.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL126 Operate a light support weapon on operations

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA420B Operate a light support weapon on operations. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.5 and 2.2 removed • PC 1.2 and 1.6 merged

Application

This unit describes the skills required to effectively conduct battle shooting on operations with a light support weapon, which may include the F89 Minimi. The individual will usually operate under Orders for Opening Fire and in accordance with the Rules of Engagement.

This unit applies to those working as combat arms personnel required to operate a light support weapon on operations in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, usually as part of a team and will usually operate under direct orders. They would use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a broad range of unpredictable contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Handle a light support weapon	1.1 Handle and carry light support weapon. 1.2 Identify, select, handle, secure and maintain ammunition. 1.3 Conduct weapon drills. 1.4 Adopt fire positions as required by environment and threat.
2. Apply fire with a light support weapon	2.1 Employ weapon sighting systems and associated equipment. 2.2 Identify and engage targets as required by the operational environment.
3. Maintain and stow a light support weapon	3.1 Clean and service weapon and associated equipment in all operational conditions. 3.2 Identify and rectify defects within limits of authority or reported to supervisor. 3.3 Complete documentation. 3.4 Secure light support weapon.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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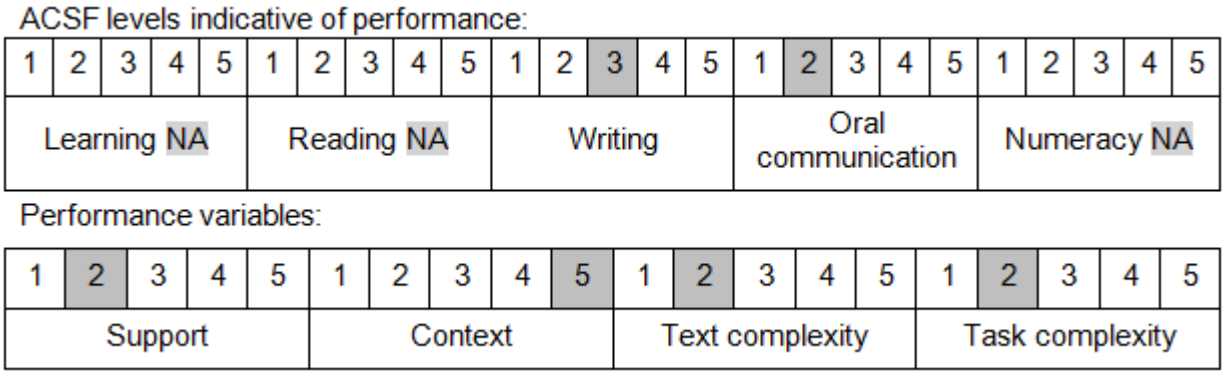

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA420B Operate a light support weapon on operations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL126 Operate a light support weapon on operations

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. ▸ Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- achieving the required effects of fire
- applying battle craft
- applying fieldcraft skills
- applying recognised safety precautions
- interpreting fire control orders
- carrying out weapon drills including:
  - checking clearances
  - degrees of weapon readiness
  - immediate action and stoppage
  - safety precautions
  - stripping and assembling
- firing the weapon using, as a minimum, linked ball ammunition
- applying a variety of engagement techniques including at least one of:
  - suppression
  - destruction
  - fix
  - neutralisation
  - rates of fire

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Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- battle craft
- characteristics, technical capabilities, effects, employment and limitations of the light support weapon and ammunition
- fieldcraft
- fire control orders
- recognised safety precautions
- weapon drills

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL127 Conduct range practices

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA422B Conduct range practices. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 and 2.3 removed

Application

This unit describes the skills required to conduct weapons range practice, range practice may include the following types of ranges:

- standard 25 metre range
- 25 metre and 100 metre open ranges
- classification range
- static mechanical range
- MTR
- field firing ranges including small arms, high explosive, anti-armour and indirect fire weapons
- WTSS

This unit encompasses the safe and efficient planning and conducting of range practices as the Officer in Charge (OIC). Conducting, in this instance, also includes effective supervision of safety, and the preparation and finalisation of range practice using weapons and ammunition for which the OIC is qualified to operate.

This unit applies to Defence personnel required to perform the duties of OIC for the conduct of range practices within a Defence working environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

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Those undertaking this unit would typically work independently under indirect supervision. They use discretion and judgement, and take responsibility for the quality of their outputs. They would perform routine tasks, in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for a range practice	1.1 Identify and apply relevant range regulations. 1.2 Identify and employ relevant control measures. 1.3 Complete administrative requirements. 1.4 Conduct safety trace when required.
2. Conduct a range practice	2.1 Supervise and maintain safety. 2.2 Identify and apply safety trace data. 2.3 Conduct range practice in accordance with current publications and the relevant range instruction.
3. Finalise a range practice	3.1 Refurbish ranges. 3.2 Complete post range practice administration.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy NA					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA422B Conduct range practices.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL127 Conduct range practices

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. ▸ Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying weapon and ammunition safety
- operating relevant weapons and ammunition
- conducting the appropriate range practice
- adhering to orders and instructions

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of relevant weapons, simulation and ammunition
- operational safety
- risk identification and management

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL128 Manage range practices and qualifications

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA423B Manage range practices and qualifications. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to audit weapons and range qualifications, to confirm the accuracy and safety of range instructions and to issue range qualifications within the level of authority in the Australian Defence Force (ADF).

This unit was developed for Defence personnel required to manage range practices and range qualifications within a Defence working environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would typically work independently under indirect supervision. They use discretion and judgement, and take responsibility for the quality of their outputs. They would perform specific tasks in a range of known contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Military Skills

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Audit range practice documentation	1.1 Identify areas to be audited. 1.2 Select and inspect documentation to be audited to confirm currency and accuracy. 1.3 Prepare relevant reports and recommend remedial action where appropriate. 1.4 Review audit recommendations to ensure that action has been implemented.
2. Manage range safety	2.1 Inspect safety traces to confirm and approve accuracy. 2.2 Review safety instructions to ensure compliance with standard procedures. 2.3 Inspect range practices to ensure compliance with standard procedures.
3. Issue clearances to conduct range practices	3.1 Confirm ability of range conducting officers. 3.2 Issue and record authority to conduct relevant range practices.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	3	4	5
Learning **NA**					Reading					Writing					Oral communication					Numeracy **NA**				

Performance variables:

1	2	3	**4**	5	1	2	3	**4**	5	1	2	**3**	4	5	1	2	**3**	4	5
Support					Context					Text complexity					Task complexity				

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA423B Manage range practices and qualifications.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL128 Manage range practices and qualifications

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. ▸ Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying weapon and ammunition safety
- operating relevant weapons and ammunition
- auditing weapons and range qualifications
- confirming accuracy and safety of range instructions
- issuing range qualifications within the scope of their authority
- implementing current range regulations, policies and procedures

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of relevant weapons, simulation and ammunition
- command, management and leadership principles
- operational safety
- risk identification and management

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL129 Observe and direct machine gun fire

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA424B Observe and direct machine gun fire. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to observe and direct machine gun fire onto targets in accordance with standard procedures in the Defence Force.

This unit applies to those working as combat arms personnel required to observe and direct machine gun fire in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under the commander’s direction, and must also have authority to act independently. They will perform specific tasks in a broad range of unpredictable contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Military Skills

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Occupy and prepare a location	1.1 Occupy appropriate vantage point and maintain concealment throughout operation. 1.2 Establish occupied position. 1.3 Establish and document reference points. 1.4 Monitor possible threats and prepare an appropriate plan of action.
2. Plan the engagement of firepower	2.1 Use standard terminology so that clear communication with all stakeholders is maintained. 2.2 Establish target position. 2.3 Determine altitude of target from map. 2.4 Maintain communications with stakeholders throughout the operation and ensure personnel safety in the target area. 2.5 Describe target to stakeholders. 2.6 Determine type of engagement and convey instructions to the gun line.
3. Direct fire onto target	3.1 Transmit planning information to the command post. 3.2 Transmit direction to fire to the gun line. 3.3 Complete target analysis after impact and if appropriate refer to supervisor. 3.4 Complete or terminate adjustments of fire.
4. Withdraw from an occupied location	4.1 Recondition occupied position and remove all evidence of occupation. 4.2 Withdrawal from the occupied position.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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ACSF levels indicative of performance:

Learning					Reading					Writing					Oral communication					Numeracy				
1	2	3	4	5	1	2	3	4	5	1	2	**3**	4	5	1	2	3	**4**	5	1	2	3	**4**	5
NA					NA																			

Performance variables:

Support					Context					Text complexity					Task complexity				
1	2	**3**	4	5	1	2	3	4	**5**	1	2	**3**	4	5	1	2	**3**	4	5

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA424B Observe and direct machine gun fire.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL129 Observe and direct machine gun fire

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. ▸ Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- maintaining safety of friendly personnel at all times
- recognising and applying own level of authority

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of the weapon
- communication procedures
- safety associated with operations

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Candidates should complete a minimum of two live fire missions using sustained fire machine guns to engage the target.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL130 Supervise sniper operations

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA427B Supervise sniper operations. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.6 and 2.8 removed

Application

This unit describes the skills required to identify tasks and collect appropriate information, plan and prepare for sniping tasks, control sniping operations and finalise sniping tasks.

This unit applies to combat arms personnel required to supervise and control all aspects of sniper operations in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would perform independently and lead a team under indirect supervision, use discretion and judgement, and take responsibility for the quality of their outputs. They would perform complex tasks in a broad range of unpredictable contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Military skills

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify tasks and collect appropriate information	1.1 Determine requirement to conduct sniping tasks from orders, and identify and apply appropriate standard procedures. 1.2 Determine and manage constraints imposed on tasks. 1.3 Identify and address training requirements. 1.4 Identify and address resource requirements. 1.5 Report shortfalls/problems through the chain of command.
2. Plan and prepare for sniping tasks	2.1 Assemble and analyse information and intelligence in support of operations. 2.2 Identify and manage risk. 2.3 Conduct decision making process. 2.4 Identify and advise sniper teams to perform specialist operations. 2.5 Adjust plans to accord with resource availability. 2.6 Prepare and issue orders to participating sniper teams indicating their missions, tasks, resources, constraints and limitations. 2.7 Supervise and conduct battle procedure.
3. Control sniping operations	3.1 Monitor operations to ensure efficient conduct and achievement of the mission. 3.2 Employ appropriate battlespace operating systems. 3.3 Modify plans to reflect requirements in effort, resources and support. 3.4 Coordinate operations as required, reallocating/adjusting resources to meet operational requirements. 3.5 Liaise with superiors, subordinates, supporting organisations and other operations being conducted as required, ensuring feedback and performance is addressed. 3.6 Action reported problems. 3.7 Provide reports.
4. Finalise sniping tasks	4.1 Document operations in accordance with current instructions. 4.2 Conduct debriefing. 4.3 Conduct post-activity analysis and make recommendations. 4.4 Compile and process reports and returns.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	**3**	4	5	1	2	3	**4**	5	1	2	3	**4**	5	1	2	**3**	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA					

Performance variables:

1	2	3	**4**	5	1	2	3	4	**5**	1	2	**3**	4	5	1	2	3	**4**	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA427B Supervise sniper operations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL130 Supervise sniper operations

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. ▸ Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- allocating appropriate materials and personnel to the operations
- developing and delivering orders, instructions, and directions
- controlling the operations to achieve the mission efficiently and safely
- writing reports and providing appropriate documentation
- identifying the application of legislative requirements
- coordinating multiple activities

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of relevant sniping equipment
- characteristics, technical capabilities, effects, employment and limitations of the sniping teams
- material, personnel skills and other requirements for the operations
- Rules of Engagement relevant to the sniping operations
- procedures and requirements of the operations
- reporting requirements and procedures associated with the operations
- safety precautions associated with the operations
- sniping operations to be performed

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL131 Undertake stability actions

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA428 Undertake stability actions. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to operate as a team member during the conduct of stability actions in the Australian Defence Force. Stability actions involve a variety of activities conducted in a threat environment. A security operations team is a grouping of up to approximately 30 personnel (for infantry this would be a section or platoon).

This unit was developed for combat arms personnel required to deploy in an operational environment, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit work independently and as part of a team under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their outputs. They would perform specific tasks in a broad range of unpredictable contexts.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

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Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for stability actions	1.1 Receive and clarify stability action orders. 1.2 Conduct battle procedure. 1.3 Select and fit appropriate personal protective equipment as directed and/or required by the operational environment.
2. Conduct stability actions	2.1 Conduct stability actions in accordance with operational requirements and standard procedures. 2.2 Maintain security of the team. 2.3 Conduct drills and procedures.
3. Finalise stability action activities	3.1 Conduct post operation activities. 3.2 Conduct post operation administration.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading NA					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA428 Undertake stability actions.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL131 Undertake stability actions

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. ▸ Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying battle craft
- applying cultural sensitivity
- applying navigation techniques
- applying recognised safety precautions
- assimilating orders
- interpreting fire control orders
- working as part of a team
- carrying out duties during the following activities:
  - patrol key point security
  - vehicle check points
  - cordon and search
- completing the following drills and procedures:
  - contact drills
  - counter ambush drills
  - mine incident drills
  - obstacle crossing drills
  - harbour drills
  - short and long halts

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Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of equipment
- cultural awareness
- fire control orders
- navigation techniques
- Rules of Engagement

Assessment Conditions

Competency should be demonstrated over time in a range of contexts that could be expected in the workplace. Competency should be assessed in a simulated operational threat environment. The person should be exposed to the extremes of the operational environment under physical and mental stress. The context of assessment would usually be simulated due to the nature of this high risk environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL132 Undertake defensive actions

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA429 Undertake defensive actions. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to operate as a team member during the conduct of defensive actions in the Australian Defence Force. For the purpose of this unit of competency, a team is defined as a group of up to approximately 30 personnel (for infantry this would be a section or platoon).

This unit was developed for those working in Defence as combat arms personnel required to deploy in an operational environment, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team under direct and/or indirect supervision. They would use discretion and judgement, and take responsibility for the quality of their outputs. They would perform specific tasks in a broad range of unpredictable contexts.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

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Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for defensive actions	1.1 Interpret defensive action orders and clarify where required. 1.2 Conduct battle procedure. 1.3 Select and fit personal and task specific equipment.
2. Conduct defensive actions	2.1 Occupy defensive position. 2.2 Construct defences. 2.3 Conduct defensive routine. 2.4 Conduct drills and routines. 2.5 Withdraw from the defensive position.
3. Finalise defensive action activities	3.1 Conduct post operation activities. 3.2 Conduct post action administration.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	**3**	4	5	1	**2**	3	4	5	1	2	3	4	5
Learning NA					Reading NA					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	**3**	4	5	1	2	3	4	**5**	1	**2**	3	4	5	1	**2**	3	4	5
Support					Context					Text complexity					Task complexity				

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA429 Undertake defensive actions.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL132 Undertake defensive actions

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. ▸ Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying battle craft
- applying navigation techniques
- applying operational safety
- constructing defences such as:
  - shell scrapes
  - weapon pits
  - obstacles
  - fire lanes
  - weapon stakes
- adhering to all defensive routines as detailed below:
  - applying weapon readiness states
  - camouflage maintenance
  - clearing patrols
  - maintaining communications between individual/groups
  - maintaining hygiene plan
  - maintaining obstacles
  - monitoring surveillance devices
  - observing arcs
  - range cards
  - rehearsals
  - searching ground

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- stand to/down
- standing patrols
- track discipline
- using the ground

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- battle craft
- characteristics, technical capabilities, effects, employment and limitations of equipment
- fire control orders
- orders for open fire

Assessment Conditions

Competency should be assessed in a simulated operational threat environment. The person should be exposed to the extremes of the operational environment under physical and mental stress. The context of assessment would usually be simulated due to the nature of this high risk environment. Competency should be demonstrated over time and in a range of contexts that could be expected in the workplace.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL133 Undertake offensive actions

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA430 Undertake offensive actions. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.1 and 2.2, 2.3 and 2.4 merged • Elements 1 and 2 merged

Application

This unit describes the skills required to operate as a team member during the conduct of offensive actions such as advance, attack, ambush and/or pursuit in the Australian Defence Force.

This unit was developed for those working in Defence as combat arms personnel required to deploy in an operational environment, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team, under direct and/or indirect supervision. They would use discretion and judgement, and take responsibility for the quality of their outputs. They would perform specific tasks in a broad range of unpredictable contexts.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

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Competency Field

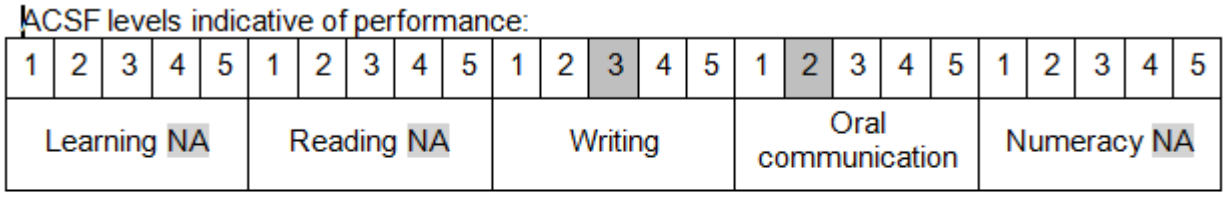
Military Skills

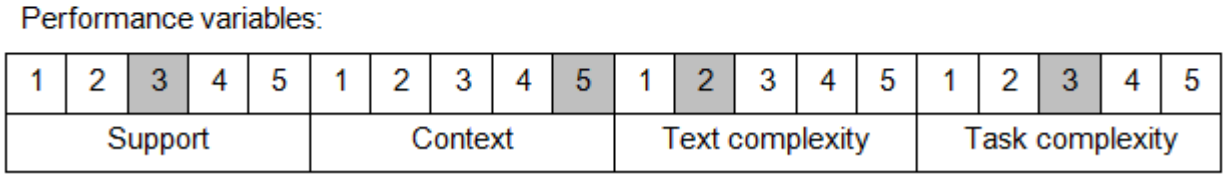
Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for and conduct offensive actions	1.1 Interpret and clarify offensive action orders. 1.2 Conduct battle procedure. 1.3 Conduct offensive actions. 1.4 Conduct drills and procedures.
2. Finalise security action activities	2.1 Conduct post operation activities. 2.2 Conduct post action administration.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.





Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

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Unit Mapping Information

This unit supersedes and is equivalent to DEFCA430 Undertake offensive actions.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL133 Undertake offensive actions

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. ▸ Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying battle craft
- applying navigation techniques
- applying operational safety
- applying recognised safety precautions
- interpreting fire control orders
- attacking a prepared position
- adhering to all relevant drills and procedures:
  - advance:
    - quick response force
    - contact drills
    - counter ambush drills
    - mine incident drills
    - obstacle crossing drills
    - harbour drills
    - short and long halts
    - rendezvous and marry up procedures
  - attack:
    - preparation
    - assault
    - fight through/close assault drill
    - exploitation

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    - reorganisation fire support
- ambush:
    - preparation
    - occupation
    - initiation
    - searching
    - withdrawal

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- battle craft
- characteristics, technical capabilities, effects, employment and limitations of equipment
- fire control orders
- orders for open fire

Assessment Conditions

Competency should be demonstrated over time in a range of contexts that could be expected in the workplace. It should be assessed in a simulated operational threat environment. The person should be exposed to the extremes of the operational environment under physical and mental stress. The context of assessment would usually be simulated due to the nature of this high risk environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL134 Undertake sniper tasks

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA431 Undertake sniper tasks. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 removed

Application

This unit describes the skills required to operate as a two man team during the conduct of sniper tasks in the Defence Force. Sniper operations require soldiers to operate in close proximity to the enemy in order to hit targets with rifle fire and gather information to inform their commanders. The sniper must be thoroughly familiar with characteristics and capabilities of the weapon and competent in the application of fire in an operational environment.

This unit applies to combat arms personnel required to operate as a two man team during the conduct of sniper tasks in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit work independently and as part of a team under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their outputs. They would perform specific tasks in a broad range of unpredictable contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Military skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for sniper tasks	1.1 Interpret and clarify sniper orders where required. 1.2 Select and check appropriate equipment for serviceability and fit as directed and/or required by the operational environment.
2. Conduct a sniper patrol	2.1 Complete movement ensuring that detection is avoided. 2.2 Achieve standard of operation and marksmanship. 2.3 Perform sniper patrol techniques. 2.4 Conduct drills and procedures. 2.5 Complete sniper tasks. 2.6 Conduct patrol debrief.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	**2**	3	4	5	1	2	3	4	5
Learning NA					Reading NA					Writing NA					Oral communication					Numeracy NA				

Performance variables:

1	2	**3**	4	5	1	2	3	4	**5**	1	**2**	3	4	5	1	**2**	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

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Unit Mapping Information

This unit supersedes and is equivalent to DEFCA431 Undertake sniper tasks.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL134 Undertake sniper tasks

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. ▸ Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying recognised safety precautions
- assimilating orders
- handling weapons safely in an operational environment
- interpreting fire control orders
- conducting drills and sniper tasks

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, technical capabilities, effects, employment and limitations of equipment
- battle craft

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL135 Supervise the operation of mortars

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA432 Supervise the operation of mortars. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.4, 2.1 and 3.3 removed

Application

This unit describes the skills required to supervise and control all aspects of the operation of mortars.

This unit applies to combat arms personnel who are required to supervise and control all aspects of the operation of a mortar in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would lead a team under indirect supervision. They use discretion and judgement, and take responsibility for the quality of their outputs. They would perform routine tasks in a range of unpredictable contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Military skills

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare and deploy mortars	1.1 Determine and organise resources required. 1.2 Report identified problems/shortfalls to immediate supervisor. 1.3 Deploy mortars and establish and supervise the command post.
2. Engage targets with mortars	2.1 Confirm accuracy of all firing data. 2.2 Check lay of all weapons are correct before firing. 2.3 Give appropriate firing orders to the mortar operators. 2.4 Select appropriate ammunition. 2.5 Rectify minor incidents. 2.6 Report major incidents beyond own level of authority or competence to manager and take action as directed.
3. Maintain mortars	3.1 Supervise operator maintenance activities. 3.2 Rectify reported defects within limits of authority or report to supervisor.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Learning NA	Reading	Writing NA	Oral communication	Numeracy NA

Performance variables:

1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Support	Context	Text complexity	Task complexity

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA432 Supervise the operation of mortars.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL135 Supervise the operation of mortars

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- interpreting orders
- directing and controlling the mortar operating crew
- supervising command post activities
- conducting sight testing
- conducting non-technical inspection

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- ammunition identification:
  - type
  - colour
  - hazard band
  - labelling
  - markings
  - lot/batch numbers
  - packaging
- safety precautions associated with the task

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Assessment Conditions

Competency should be demonstrated on operations or in simulated operational environments over time while firing live high explosive ammunition. Specifically, access is required to the following resources:

- a live firing range
- mortar crews
- at least two mortars
- live ammunition

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL136 Supervise the operation of direct fire support weapons

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCA433 Supervise the operation of direct fire support weapons. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.4 and 3.3 removed

Application

This unit describes the skills required to supervise and control all aspects of the operation of direct fire support weapons.

This unit applies to combat arms personnel who are required to supervise and control all aspects of direct fire support weapons in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would lead a team under indirect supervision. They use discretion and judgement, and take responsibility for the quality of their outputs. They would perform routine tasks in a broad range of unpredictable contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Military skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare and deploy direct fire support weapons	1.1 Determine and organise resources required. 1.2 Report identified problems/shortfalls to immediate supervisor. 1.3 Deploy direct fire support weapons and establish and supervise the command post.
2. Engage targets with direct fire support weapons	2.1 Confirm accuracy of all firing data. 2.2 Check lay of all weapons are correct before firing. 2.3 Give appropriate firing orders to the direct fire support weapon operators. 2.4 Select appropriate ammunition. 2.5 Direct and control direct fire support weapons operations.
3. Maintain direct fire support weapons	3.1 Supervise operator maintenance activities. 3.2 Rectify reported defects within limits of authority or report to supervisor.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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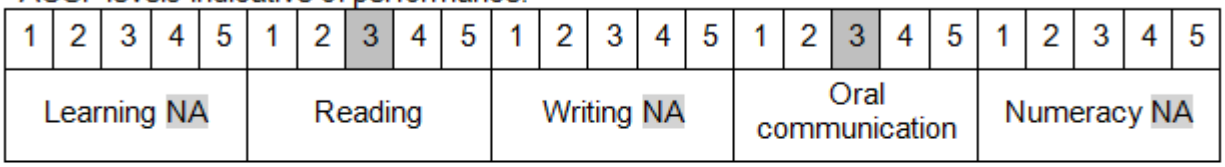
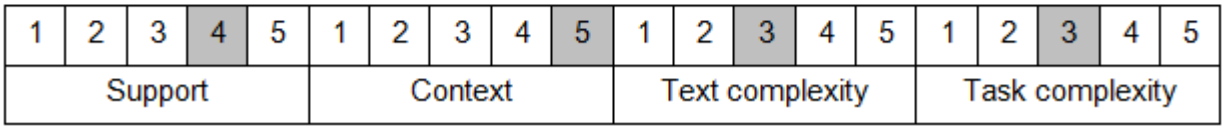
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCA433 Supervise the operation of direct fire support weapons

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL136 Supervise the operation of direct fire support weapons

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- interpreting orders
- directing and controlling the direct fire support weapon crew
- supervising both sustained fire machine gun and medium direct fire support weapons
- supervising sight testing
- supervising non-technical inspections

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- ammunition identification:
  - type
  - colour
  - hazard band
  - labelling
  - markings
  - lot/batch numbers
  - packaging
  - nomenclature
- safety precautions associated with the task

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Assessment Conditions

Competency should be demonstrated in a simulated operational environment over time while firing live high explosive and ball link ammunition. Specifically, access is required to the following resources:

- at least two direct fire support weapons of each type, such as sustained fire machine gun and medium direct fire support weapons
- competent direct fire support weapon crews
- live ammunition
- a live firing range

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL137 Apply non-lethal unarmed self-defence techniques

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCM201B Apply non-lethal unarmed self-defence techniques. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 3.5 removed

Application

This unit describes the skills required to select and apply appropriate non-lethal unarmed self-defence (NUSD) techniques to control persons in operational situations. It includes the ability to minimise the risk to self and others, to quickly re-assess the situation and respond to unexpected changes in circumstances.

This unit was developed for Defence personnel required to apply NUSD techniques in deployed operational situations, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would typically work independently and as part of a team under direct and/or indirect supervision. They use discretion and judgement, and take responsibility for the quality of their outputs while performing specific tasks in a broad range of unpredictable contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Military Skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Assess the need to use NUSD techniques	1.1 Evaluate need to use NUSD techniques against use of force guidelines. 1.2 Assess person's intentions based on risk assessment and identified opportunities. 1.3 Consider capacity to complete action effectively prior to commencement and assess alternative actions for viability. 1.4 Identify situations requiring assistance and request support.
2. Use NUSD techniques	2.1 Select NUSD techniques to ensure protection of self and efficient completion of movement. 2.2 Apply techniques in accordance with use of force guidelines. 2.3 Carry hand restraints in a secure, protected and accessible position for safe deployment. 2.4 Present and apply hand restraints using recognised techniques in accordance with use of force guidelines and legal requirements. 2.5 Compare sufficiency of response against identified opportunities constantly.
3. Contain the incident	3.1 Adjust response with changing circumstances in accordance with use of force guidelines and tactical options model. 3.2 Detain, handle and search people within the limits of legal requirements. 3.3 Provide care and protection to detainees. 3.4 Reassess situation to determine and request support requirements
4. Evaluate response	4.1 Evaluate and review effectiveness of response in a debrief. 4.2 Provide feedback to participants and supervisors based on accurate and constructive observations of incidents in order to optimise future performance. 4.3 Comply with systems, records and reporting procedures. 4.4 Identify and manage effects of stress using recognised stress management techniques.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading NA					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM201B Apply non-lethal unarmed self-defence techniques.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL137 Apply non-lethal unarmed self-defence techniques

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying basic problem solving strategies
- applying first aid
- applying legislative and/or legal provisions including provisions governing the use of force, reactive force, misuse of force, proactive force, the duty of care under criminal, civil and international law.
- applying observation techniques
- communicating and negotiating under stressful situations
- interpreting instructions to facilitate solutions within operating parameters
- following instructions and reporting information
- recording and reporting information accurately
- interpreting and complying with legal and procedural requirements
- applying and terminating force
- applying control techniques that ensure continued protection of self and others and efficient completion of the movement
- applying the most appropriate NUSD techniques to counter the threat
- identifying current and potential risk factors and their impact on the incident/situation
- providing warnings and clear instructions/directions to a person/s posing a threat
- selecting response options within specified legal and statutory limits that most effectively meet the objective in accordance with the tactical options model
- recognising and managing stress

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Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- appropriate force according to threat
- defensive strike techniques that target or avoid vital areas of the body
- response options
- the tactical options model
- body dynamics and the affect of force on the body
- composition of teams and roles and responsibilities of team members
- current and potential risk factors and their impact on the incident/situation
- defence policies and procedures relating to the use of NUSD techniques
- legislative and/or legal provisions including provisions governing the use of force, reactive force, misuse of force, proactive force, the duty of care under criminal, civil and international law.
- powers of arrest and procedures for handling and handing over PWs and detainees
- response options within specified legal and strategic limits
- stress management techniques

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL138 Supervise a section during defensive operations

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCM133 Supervise a section during defensive operations. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.6, 2.2, 2.6 and 2.7 removed • PC 3.5 reworded

Application

This unit describes the skills required to command, lead and manage groups of up to twelve personnel during defensive operations. Defensive operations are characterised by extreme environmental conditions with high levels of risk of serious injury or death from hostile action. Supervision during defensive operations requires supervisors to be incisive in a fluid and demanding environment, to act independently, and to lead by example.

This unit applies to combat arms personnel involved in the conduct of defensive operations in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would typically work as part of a team under direct and/or indirect supervision, but also must be prepared to act independently. They use discretion and judgement, and take responsibility for the quality of their outputs They would perform routine tasks in a broad range of unpredictable contexts.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Military skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare and plan for defensive operations	1.1 Confirm ability of subordinates to complete the task. 1.2 Action personnel administration. 1.3 Receive and clarify orders in accordance with the higher commander's intent. 1.4 Determine and manage constraints and risks relevant to the task. 1.5 Assemble appropriate resources for the task and report any shortfalls that limit capability to the chain of command. 1.6 Base planning decisions on a logical process to solve operational problems. 1.7 Conduct battle procedures.
2. Conduct defensive operations	2.1 Prepare and deliver orders. 2.2 Conduct liaison in accordance with operational requirements. 2.3 Coordinate support from outside agencies. 2.4 Provide technical advice to the chain of command or supported agencies. 2.5 Recognise and respond to unexpected situations that require a quick and decisive response. 2.6 Exercise command authority. 2.7 Lead subordinates by example. 2.8 Carry out mission and tasks in accordance with orders. 2.9 Maintain communication with the chain of command as required.
3. Finalise defensive operations	3.1 Conduct debriefs. 3.2 Conduct post activity analysis and make recommendations. 3.3 Recondition, replace or return equipment, stores and ammunition. 3.4 Complete documentation. 3.5 Monitor soldiers' health and wellbeing and take appropriate action.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	**4**	5	1	2	3	4	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	3	4	5
Learning					Reading **NA**					Writing					Oral communication					Numeracy **NA**				

Performance variables:

1	2	3	**4**	5	1	2	3	4	**5**	1	2	**3**	4	5	1	2	**3**	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM133 Supervise a section during defensive operations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL138 Supervise a section during defensive operations

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying administrative requirements
- applying recognised safety precautions
- applying the principles of command
- conducting defensive operations
- employing equipment tactically
- employing weapons tactically
- managing resources
- navigating
- preparing reports
- performing missions, including at least two of:
  - allocating arcs of fire
  - coordination and siting of defensive measures
  - coordination of direct and indirect fire
  - cordons and search
  - counter ambushes
  - deployment of security and defensive devices
  - fighting from a defended location
  - key point security
  - occupation of defensive positions
  - patrols
  - siting weapons

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- vehicle check points
- withdrawals

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- administrative processes
- defensive tactics, techniques and procedures
- employment of battlespace operating systems
- employment of weapons and equipment
- Individual Military Appreciation Process
- liaison requirements
- laws of Armed Conflict
- navigation techniques
- WHS requirements
- resource management
- Rules of Engagement
- risk control processes
- security tactics, techniques and procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL139 Supervise a section during offensive operations

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCM134 Supervise a section during offensive operations. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.6, 2.2, 2.6 and 2.7 removed • PC 3.5 reworded

Application

This unit describes the skills required to command, lead and manage groups of up to twelve personnel during offensive operations. Offensive operations are characterised by extreme environmental conditions with high levels of risk of serious injury or death from hostile action. Supervision during offensive operations requires supervisors to be incisive in a fluid and demanding environment, to act independently, and to lead by example.

This unit was developed for combat arms personnel involved in the conduct of offensive operations in a deployed operational environment, but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would typically work as part of a team under direct and/or indirect supervision, but also must be prepared to act independently. They use discretion and judgement, and take responsibility for the quality of their outputs. They would perform routine tasks in a broad range of unpredictable contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Military skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare and plan for offensive operations	1.1 Confirm ability of subordinates to complete the task. 1.2 Action personnel administration. 1.3 Receive and clarify orders in accordance with the higher commander's intent. 1.4 Determine and manage constraints and risks relevant to the task. 1.5 Assemble appropriate resources for the task, and report any shortfalls that limit capability to the chain of command. 1.6 Base planning decisions on a logical process to solve operational problems. 1.7 Conduct battle procedures.
2. Conduct offensive operations	2.1 Prepare and deliver orders. 2.2 Conduct liaison in accordance with operational requirements. 2.3 Coordinate support from outside agencies. 2.4 Provide technical advice to the chain of command or supported agencies. 2.5 Recognise and respond to unexpected situations that require a quick and decisive response. 2.6 Exercise command authority. 2.7 Lead subordinates by example. 2.8 Carry out mission and tasks in accordance with orders. 2.9 Maintain communication with the chain of command as required.
3. Finalise offensive operations	3.1 Conduct debriefs. 3.2 Conduct post activity analysis and make recommendations. 3.3 Recondition, replace or return equipment, stores and ammunition. 3.4 Complete documentation. 3.5 Monitor soldiers' health and wellbeing and take appropriate action.

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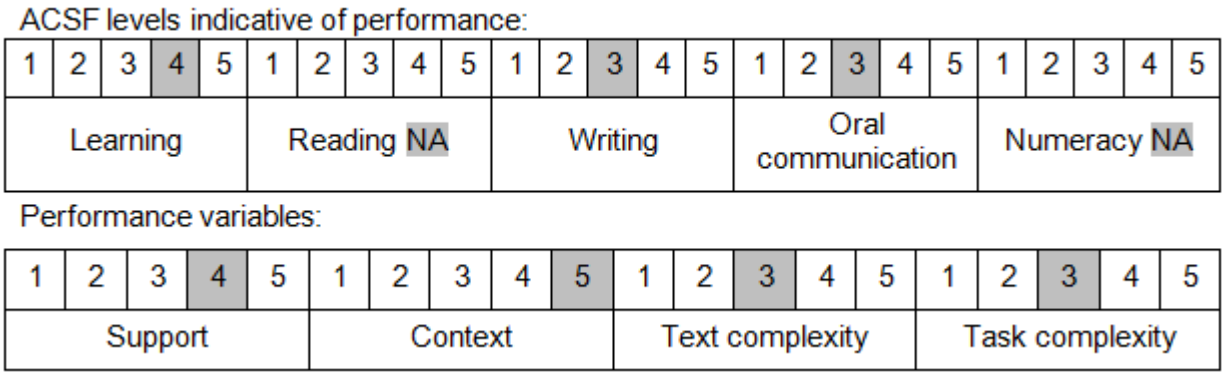
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM134 Supervise a section during offensive operations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL139 Supervise a section during offensive operations

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying administrative requirements
- applying recognised safety precautions
- applying the principles of command
- employing equipment tactically
- employing weapons tactically
- managing resources
- navigating in urban and rural environments
- preparing reports
- performing missions, including at least two of:
  - ambushes
  - attacks
  - battlefield clearances
  - clearance of routes and areas
  - collecting information
  - coordinating direct and indirect fire
  - detainee handling and evacuation
  - identifying and indicating section targets
  - individual camouflage
  - issuing section fire control orders
  - patrols
  - protection at the halt

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- reconnaissance of areas of interest
- searches

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- administrative processes
- employment of battlespace operating systems
- employment of weapons and equipment
- Individual Military Appreciation Process
- laws of Armed Conflict
- liaison requirements
- offensive tactics, techniques and procedures
- WHS requirements
- navigation techniques
- resource management
- risk control processes
- Rules of Engagement
- security tactics, techniques and procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL140 Supervise platoon level defensive operations

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCM109B Supervise platoon level defensive operations. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.6, 2.2, 2.6 and 2.7 removed • PC 3.5 reworded

Application

This unit describes the skills required to command, lead and administer groups of between 15 and 35 personnel during the conduct of defensive operations. Defensive operations are characterised by own forces delaying, accepting decisive engagement or withdrawing from action against hostile forces. It is primarily focused on the duties of a platoon second in command who, while mainly employed to administer the group, may be required to supervise group members in a dynamic environment, often acting independently and leading by example.

This unit applies to combat arms personnel involved in the conduct of defensive operations in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would typically work as part of a team under direct and/or indirect supervision, but also must be prepared to act independently. They use discretion and judgement, and take responsibility for the quality of their outputs. They would perform routine tasks in a broad range of unpredictable contexts.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Military skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare and plan for operations	1.1 Confirm ability of subordinates to complete the tasks. 1.2 Action personnel administration. 1.3 Receive and clarify orders in accordance with the commander's intent. 1.4 Determine and manage constraints and risks relevant to the mission or task. 1.5 Assemble appropriate resources for the task and report any shortfalls that limit capability to the chain of command. 1.6 Base planning decisions on a logical process to solve operational problems. 1.7 Conduct battle procedures.
2. Conduct operations	2.1 Prepare and deliver orders. 2.2 Conduct liaison in accordance with operational requirements. 2.3 Coordinate support from outside agencies. 2.4 Provide technical advice to the chain of command or supported agencies as required. 2.5 Recognise and respond to unexpected situations that require a quick and decisive response. 2.6 Exercise command authority as appropriate. 2.7 Lead subordinates by example. 2.8 Carry out tasks and administration in accordance with orders. 2.9 Maintain communication with the chain of command as required.
3. Finalise operations	3.1 Conduct debriefs. 3.2 Conduct post activity analysis and make recommendations. 3.3 Recondition, replace or return equipment, stores and ammunition. 3.4 Complete documentation. 3.5 Monitor soldiers' health and wellbeing and take appropriate

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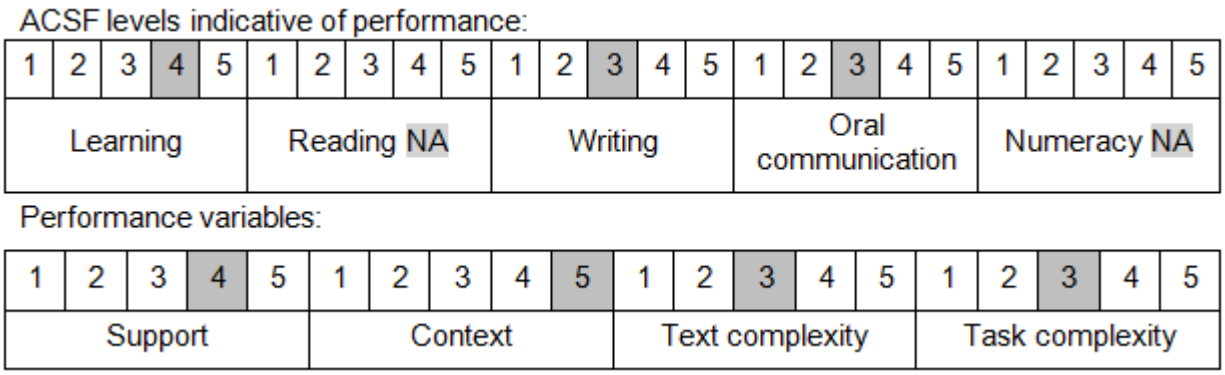
	action.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM109B Supervise platoon level defensive operations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL140 Supervise platoon level defensive operations

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying administrative requirements
- applying recognised safety precautions
- applying the principles of command
- controlling risk
- employing equipment tactically
- employing weapons tactically
- managing resources
- preparing reports
- resupplying and redistributing supplies

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- administrative processes
- tactics, techniques and procedures
- employment of battlespace operating systems
- employment of weapons and equipment
- Individual Military Appreciation Process
- laws of Armed Conflict
- navigation techniques

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- orders for Opening Fire
- orders for the Use of Force
- principles of defensive operations
- recognised safety precautions
- resource management
- risk control processes
- Rules of Engagement

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL141 Supervise platoon level offensive operations

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCM110B Supervise platoon level offensive operations. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.6, 2.2, 2.6 and 2.7 removed • PC 3.5 reworded

Application

This unit describes the skills required to administer, lead and command groups of between 15 and 35 personnel under extreme conditions in high risk environments. Offensive operations are characterised by rapid shifts of the main effort to take advantage of opportunities and momentum to defeat hostile forces through the capture or destruction of critical objectives. It is primarily focused on the duties of a platoon second in command who, while mainly employed to administer the platoon, may be required to supervise the group in a dynamic environment, often acting independently, and leading by example.

This unit applies to combat arms personnel involved in the conduct of offensive operations in a deployed operational environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

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Those undertaking this unit would typically work as part of a team under direct and/or indirect supervision, but also must be prepared to act independently. They use discretion and judgement, and take responsibility for the quality of their outputs They would perform routine tasks in a broad range of unpredictable contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Military skills

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare and plan for operations	1.1 Confirm ability of subordinates to complete the relevant tasks. 1.2 Action personnel administration. 1.3 Receive and clarify orders in accordance with the commander's intent. 1.4 Determine and manage constraints and risks relevant to the task. 1.5 Assemble appropriate resources for the task and report any shortfalls that limit capability to the chain of command. 1.6 Base planning decisions on a logical process to solve operational problems. 1.7 Conduct battle procedures.
2. Conduct operations	2.1 Prepare and deliver orders. 2.2 Conduct liaison is conducted in accordance with operational requirements. 2.3 Coordinate support from outside agencies where required. 2.4 Provide technical advice to the chain of command or supported agencies as required. 2.5 Recognise and respond to unexpected situations that require a quick and decisive response. 2.6 Carry out tasks and administration in accordance with orders. 2.7 Maintain communication with the chain of command as required.
3. Finalise operations	3.1 Conduct debriefs. 3.2 Conduct post activity analysis and make recommendations. 3.3 Recondition, replace or return equipment, stores and ammunition.

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	3.4 Complete documentation. 3.5 Monitor soldiers' health and wellbeing and take appropriate action.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1 2 3 **4** 5	1 2 3 4 5	1 2 **3** 4 5	1 2 **3** 4 5	1 2 3 4 5
Learning	Reading NA	Writing	Oral communication	Numeracy NA

Performance variables:

1 2 3 **4** 5	1 2 3 4 **5**	1 2 **3** 4 5	1 2 **3** 4 5
Support	Context	Text complexity	Task complexity

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCM110B Supervise platoon level offensive operations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL141 Supervise platoon level offensive operations

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying administrative requirements
- applying recognised safety precautions
- applying the principles of command
- controlling risk
- employing equipment tactically
- employing weapons tactically
- managing resources
- navigating
- preparing reports
- resupplying and redistributing supplies

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- administrative processes
- employment of battlespace operating systems
- employment of weapons and equipment
- Individual Military Appreciation Process
- laws of Armed Conflict
- navigation techniques

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- offensive tactics, techniques and procedures
- orders for Opening Fire
- orders for the Use of Force
- principles of offensive operations
- recognised safety precautions
- risk control processes
- Rules of Engagement
- tactics, techniques and procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL142 Support sub-unit level defensive operations

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to support the conduct of sub-unit (60–130 persons) level defensive operations.

It includes preparing and planning for operations and supporting sub-unit level defensive activities. It also includes coordinating sub-unit administrative activities.

It is primarily focussed on the duties of the sub-unit's warrant officer who, in many cases will act as a member of the sub-unit operational planning and coordination team providing technical advice and direct support to the commander and secondincommand of the sub-unit. Many duties are also administrative in nature.

In the absence of the commander or secondincommand, the person may be required to supervise the sub-unit requiring independent action and leadership by example.

Defensive operations are characterised by own forces delaying, accepting decisive engagement or withdrawing from action against hostile forces and are typically fluid and demanding environments.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Military Skills

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Prepare and plan for operations	**1.1** Obtain and clarify orders in accordance with commander's intent
	1.2 Provide assistance in planning defensive operations, in accordance with organisational procedures
	1.3 Make planning decisions based on a logical process to solve operational problems
	1.4 Prepare outline-plans to support sub-unit level defensive operations and present to personnel as required
2 Support sub-unit level defensive activities	**2.1** Prepare and deliver orders in accordance with organisational procedures
	2.2 Coordinate and integrate combat support and combat service support into operational plans
	2.3 Assist in the execution of sub-unit defensive operations
	2.4 Coordinate defensive routine in accordance with operational plan and orders
	2.5 Coordinate patrol activity in accordance with operational plan and orders
	2.6 Coordinate occupation of an echelon in a defensive position in accordance with operational plan and orders
	2.7 Coordinate early warning and security measures in accordance with task requirements and operational procedures
3 Coordinate sub-unit administrative activities	**3.1** Plan and execute sub-unit level battlefield clearance to meet task requirements
	3.2 Coordinate sub-unit re-supply and maintenance in accordance with organisational procedures
	3.3 Supervise sub-unit within an echelon in Defence in accordance with operational plan
	3.4 Coordinate combat service support to sub-unit in

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accordance with organisational procedures

3.5 Support and foster sub-unit morale, welfare and discipline, as required, in accordance with organisational policies

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFCM111B Support sub-unit level defensive operations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL142 Support sub-unit level defensive operations

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant organisational administrative procedures
- applying relevant work health and safety (WHS)/occupational health and safety (OHS) requirements including:
  - applying relevant safety precautions and procedures
  - applying safety, legislative and statutory requirements relevant to defensive operations
  - controlling risk
  - identifying, interpreting and analysing risk assessment requirements relevant to defensive operations
- communicating effectively
- conducting the individual military appreciation process
- coordinating sub-unit administrative activities
- displaying initiative and leadership
- employing equipment and weapons tactically
- managing resources
- navigating during defensive operations
- preparing and planning for operations
- preparing reports
- supporting relevant sub-unit level defensive activities and leading the group when required
- working as part of a team.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- basis for security operations
- communication and liaison requirements
- laws of armed conflict
- logical process including:

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  - defensive tactics, techniques and procedures
  - employment of battlespace operating systems
  - employment of weapons and equipment
  - individual military appreciation process
  - navigation techniques
  - orders for opening fire
  - orders for the use of force
  - principles of defensive operations
  - rules of engagement
- principles of leadership
- relevant defensive operations and military law requirements
- relevant defensive operations re-supply and resource management
- relevant legislation, and organisational policies and procedures
- security tactics, techniques and operational procedures.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment may be holistic where individuals rotate through specified appointments or involve a number of separate assessment activities such as Tactical Exercise Without Troops.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL143 Support sub-unit level offensive operations

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to support the conduct of sub-unit (60–130 persons) level offensive operations.

It includes preparing and planning for operations and supporting sub-unit level offensive activities. It also includes coordinating sub-unit administrative activities.

It is primarily focussed on the duties of the sub-unit's warrant officer who, in many cases will act as a member of the sub-unit operational planning and coordination team providing technical advice and direct support to the commander and secondincommand of the sub-unit. Many duties are also administrative in nature.

In the absence of the commander or secondincommand the person may be required to supervise the sub-unit requiring independent action and leadership by example.

Offensive operations are characterised by rapid shifts of the main effort to take advantage of opportunities and momentum to defeat hostile forces through the capture or destruction of critical objectives.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Military Skills

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Prepare and plan for operations	**1.1** Obtain and clarify orders in accordance with commander's intent
	1.2 Provide assistance in planning defensive operations in accordance with organisational procedures
	1.3 Make planning decisions based on a logical process to solve operational problems
	1.4 Prepare outline-plans and to support sub-unit level defensive operations and present to relevant personnel as required
2 Support sub-unit level offensive activities	**2.1** Prepare and deliver orders in accordance with organisational procedures
	2.2 Coordinate and integrate combat support and combat service support into operational plans
	2.3 Assist in the execution of sub-unit offensive operations
	2.4 Coordinate offensive routine in accordance with operational plan and orders
	2.5 Coordinate patrol activity in accordance with operational plan and orders
	2.6 Coordinate security measures in accordance with operational plan and orders
3 Coordinate sub-unit administrative activities	**3.1** Implement the planning and execution of sub-unit level battlefield clearance
	3.2 Coordinate sub-unit re-supply and maintenance in accordance with organisational procedures
	3.3 Coordinate combat service support to the sub-unit in accordance with operational plan
	3.4 Support and foster sub-unit morale, welfare and discipline as required, in accordance with organisational procedures

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFCM112B Support sub-unit level offensive operations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL143 Support sub-unit level offensive operations

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant organisational administrative procedures
- applying relevant work health and safety (WHS)/occupational health and safety (OHS) requirements, including:
  - applying relevant safety precautions and procedures
  - applying safety, legislative and statutory requirements relevant to offensive operations
  - controlling risk
  - identifying, interpreting and analysing risk assessment requirements relevant to offensive operations
- communicating effectively
- conducting the individual military appreciation process
- coordinating sub-unit administrative activities
- displaying initiative and leadership
- employing equipment and weapons tactically
- identifying, interpreting and analysing risk assessment requirements relevant to work being performed
- managing resources
- navigating during offensive operations
- preparing and planning for operations
- preparing reports
- supporting sub-unit level offensive activities and leading the group when required
- working as part of a team.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- administrative processes
- basis for security operations
- laws of armed conflict

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- communication and liaison requirements
- logical process must include at least one of the following:
  - defensive tactics, techniques and procedures
  - employment of battlespace operating systems
  - employment of weapons and equipment
  - individual military appreciation process
  - navigation techniques
  - orders for opening fire
  - orders for the use of force
  - principles of offensive operations
  - rules of engagement
- offensive tactics, techniques and procedures
- principles of leadership
- relevant defensive operations and military law requirements
- relevant defensive operations re-supply and resource management
- relevant legislation, and organisational policies and procedures
- security tactics, techniques and organisational procedures.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment may be holistic where individuals rotate through specified appointments or involve a number of separate assessment activities such as Tactical Exercise Without Troops.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

DEFMIL144 Apply lethal close quarter fighting techniques

Confidential Content

Confidential - content not available

Assessment Requirements for DEFMIL144 Apply lethal close quarter fighting techniques

Confidential Content

Confidential - content not available

DEFMIL145 Supervise the application of non-lethal unarmed self-defence techniques

Confidential Content

Confidential - content not available

Assessment Requirements for DEFMIL145 Supervise the application of non-lethal unarmed self-defence techniques

Confidential Content

Confidential - content not available

DEFMIL146 Supervise the application of lethal close quarter fighting techniques

Confidential Content

Confidential - content not available

Assessment Requirements for DEFMIL146 Supervise the application of lethal close quarter fighting techniques

Confidential Content

Confidential - content not available

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DEFMIL147 Establish and operate a field kitchen

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to plan and establish a field kitchen, and to supervise catering operations within a field environment.

It includes planning, preparing and maintaining field catering operations by supervising the establishment of a field kitchen. It also includes controlling waste management and ceasing field operations.

This unit applies to those working as catering personnel in a deployed operational environment but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently with supervisory responsibilities and perform complex tasks in contexts that could be unpredictable.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Military skills

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes.	demonstrate achievement of the element.
1 Plan and prepare for field catering operations	**1.1** Determine catering situation requirements and develop a catering plan
	1.2 Plan and organise personnel, stores and equipment required to complete task
	1.3 Apply operational work health and safety (WHS)/occupational health and safety (OHS) requirements and recognised safety precautions
	1.4 Brief and task catering team in accordance with catering plan
	1.5 Ensure personnel are familiar with the correct operation of field catering equipment in accordance with manufacturer instructions
	1.6 Develop and communicate food safety plan to team members
	1.7 Coordinate preparation of stores and equipment to ensure they are operational, and are ready for use and deployment
	1.8 Organise suitable transport to move personnel and equipment to catering activity
	1.9 Transport dangerous cargo in accordance with government regulations and operational procedures
	1.10 Confirm and monitor competence of team members
	1.11 Liaise with outside agencies, as required
2 Supervise the establishment of a field kitchen	**2.1** Site field kitchen in accordance with environmental procedures
	2.2 Task staff to establish field catering facilities and monitor progress against catering plan
	2.3 Coordinate setting up of catering stores and equipment to ensure facility is operational and ready for use
	2.4 Identify and manage problems with establishment or unexpected situations as they occur, in accordance with catering plan

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		2.5	Coordinate support from outside agencies
		2.6	Set up safety equipment prior to commencing catering operations
3	**Maintain field catering operations**	**3.1**	Calculate required resources to operate field facility and conduct resupply, as required
		3.2	Maintain equipment in accordance with manufacturer procedures
		3.3	Identify and respond to defective performance and incorrect processes or procedures in accordance with organisational procedure
		3.4	Report on activity and compile returns
4	**Control waste management**	**4.1**	Establish method of waste disposal and waste disposal facilities in accordance with relevant government regulations, food safety standards and environmental regulations
		4.2	Brief and manage team members on waste disposal in accordance with operational procedures and regulations
		4.3	Keep worksite clean during work operations, and keep waste disposal containers covered and sanitised
		4.4	Take precautions to ensure spilt fuel, lubricants and chemicals do not pollute the environment
5	**Cease field operations**	**5.1**	Task staff to pack up field catering facilities
		5.2	Supervise pack up in accordance with catering plan
		5.3	Conduct stocktake of equipment
		5.4	Coordinate loading of stores and equipment to ensure that transportation is suitable for task
		5.5	Refurbish site in accordance with workplace environmental procedures
		5.6	Facilitate debriefing and evaluation of field activity

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of

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competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent unit to DEFCM304A Establish and operate a field kitchen.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL147 Establish and operate a field kitchen

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant legislation, and organisational policies and procedures
- applying relevant food safety standards
- developing work priorities and schedules
- identifying hazards, assessing risks and implementing control measures
- implementing operational plans
- promoting team effectiveness.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- equipment maintenance techniques
- food storage procedures
- personal hygiene principles
- planning principles
- relevant legislation, and organisational policies and procedures including catering, hygiene and food safety standards
- safety equipment including:
  - fire blankets
  - fire extinguishers
  - first aid kits
  - personal protective clothing and equipment.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include

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requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFMIL148 Assist with the establishment and operation of a field kitchen

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to assist with the establishment and operation of a kitchen within a field environment.

It includes assisting to prepare and operate field catering equipment and activities. It also includes maintaining food safety and hygiene standards, assisting with waste management, and ceasing field catering operations.

This unit applies to persons working as Defence personnel in a field kitchen environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work under supervision and perform specific tasks in a range of contexts that could be unpredictable.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Military skills

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes.	demonstrate achievement of the element.
1 Prepare for catering activities	**1.1** Confirm activity instructions with supervisor and apply, as required
	1.2 Check equipment and stores for completeness and serviceability in accordance with directions and manufacturer specifications
	1.3 Pack equipment and stores in accordance with directions
	1.4 Identify hazards, assess risks and implement control measures
	1.5 Obtain and follow food safety plan during operation activity
	1.6 Select and use personal protective equipment during field catering operations
	1.7 Identify, assess and implement environmentally sustainable work practices, as required
2 Conduct field catering operations	**2.1** Safeguard equipment and stores against loss and damages
	2.2 Select, inspect and operate field catering equipment, and identify and rectify equipment faults
	2.3 Select and use appropriate safety equipment while operating catering equipment
	2.4 Follow emergency procedures when incidents/accidents occur
3 Maintain food safety and hygiene	**3.1** Maintain personal hygiene when working in a field kitchen
	3.2 Store food appropriately to avoid spoilage and contamination in accordance with food safety procedures and standards
	3.3 Maintain cleanliness of field catering equipment and facilities in accordance with operational hygiene procedures
	3.4 Dispose of kitchen waste in accordance with operational procedures
4 Assist with waste	**4.1** Keep worksite clean and orderly during work operations

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	management	
		4.2 Keep waste disposal containers covered and sanitised in accordance with food safety standards
		4.3 Dispose of waste and take precautions to ensure spilt fuel, lubricants and chemicals do not pollute the environment
5	**Cease field catering operations**	**5.1** Pack equipment and stores in accordance with operational procedures
		5.2 Dispose of unused foodstuffs in accordance with food safety standards
		5.3 Refurbish kitchen site and stores in accordance with organisational environmental policies and procedures
		5.4 Clean and maintain equipment in accordance with manufacturer instructions

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFCM305A Assist with the establishment and operation of a field kitchen.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFMIL148 Assist with the establishment and operation of a field kitchen

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant food safety standards
- applying relevant legislation, and organisational policies and procedures
- conducting scheduled and unscheduled maintenance
- containing waste and byproducts (preventing spills)
- identifying hazards, assessing risks and implementing control measures
- operating at all stations in the field kitchen
- responding to fire or other minor emergency
- setting up in consideration of landscape and environment (on flat land – not near a river)
- working in a team.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- composition of teams, and roles and responsibilities of team members
- deployment procedures
- equipment maintenance techniques
- field kitchen equipment, layout and stations
- food safety procedures and standards
- maintenance procedures
- operation of electrical, gas and fuel catering equipment
- organisational work health and safety (WHS)/occupational health and safety (OHS) procedures
- personal hygiene principles
- relevant legislation, and organisational policies and procedures.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include

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requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry including:
  - field catering equipment
  - facilities
  - stores
- applicable documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFPBC001 Employ the fundamentals of a Performance Based Contract

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit describes the skills required to establish and operate the various elements of a Performance Based Contract (PBC).

This unit applies to those working as administrators or managers working within the contract management field in Defence but may be applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work within a team or as a supervisor under limited direction, while performing complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Performance based contract

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Define a PBC**	**1.1** Main elements of the Performance Based Contract (PBC) are defined for employment within contract management practice
		1.2 Goals of the PBC are defined to meet identified key contractual elements
		1.3 Method of application required for the key elements of a PBC is identified and defined
2	**Establish a PBC**	**2.1** Key stakeholder benefits are described within the PBC
		2.2 Limitations and associated risks are identified and described within the PBC
		2.3 PBC creation processes are applied and incorporate any risk mitigation measures identified
3	**Design a PBC**	**3.1** Performance measure types are described in the PBC and are used to improve contract performance management
		3.2 PBC reward and remedy types are described within the contract in conjunction with risk mitigation measures
		3.3 PBC design principles are applied to maximise supplier motivation and encompass strategic contract management benefits

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFPBC001 Employ the fundamentals of a Performance Based Contract

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant risk mitigation measures within the Performance Based Contract (PBC) framework
- applying the principles of PBC to the management of strategic contracts
- defining the goals, benefits and limitations of a PBC in accordance with strategic business requirements
- defining the two key elements of a PBC to meet strategic contract management requirements
- defining the types of rewards and remedies and relevant performance measures used in a PBC to achieve strategic outcomes
- describing the process for creating a PBC
- identifying contract risks
- understanding how a PBC motivates the supplier and applying this in managing a PBC.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- communication techniques to effectively communicate decisions
- complex strategic contractual provisions
- contract strategy and construction
- Defence business units that incorporate PBC methodologies
- PBC design principles
- PBC features in comparison with a standard contract and key performance indicators
- PBC reward and remedy types
- government procurement processes and options
- strategic contract management benefits
- theory and benefits of PBC management.

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Assessment Conditions

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Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- acceptable means of simulated assessment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFPBC002 Establish the basis of a Performance Based Contract

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit describes the skills and knowledge required to establish the basis of a Performance Based Contract (PBC). It includes determining the requirements, establishing an integrated project team, and drafting a business case.

This unit applies to administrators or managers working within the contract management field in Defence but may be applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work within a team or as a supervisor under limited direction, while performing complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Performance based contract

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine the requirements**	**1.1**	Analyse the contracted requirements
		1.2	Establish the contract outcome
		1.3	Establish the contract scope of work
		1.4	Prepare an initial requirements report
2	**Establish an integrated project team**	**2.1**	Define the team necessary to establish the PBC
		2.2	Assess list of stakeholders required to establish the PBC
3	**Draft a business case**	**3.1**	Assess the net benefit
		3.2	Assess the key enablers
		3.3	Consult with stakeholders to determine the resource implications
		3.4	Select the PBC approach with stakeholders
		3.5	Prepare a business case report with recommendations

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFPBC002 Establish the basis of a Performance Based Contract

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- analysing the net cost/benefit ratio to determine the viability of a Performance Based Contract (PBC)
- defining the contract outcome and scope of work to define capability
- using PBC methodologies to define the procurement strategy within a business case
- using stakeholder negotiation to meet contract requirements and outcomes.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- analytical and operational skills to comprehend complex contractual provisions
- contract strategy and construction components and key elements
- communication techniques to effectively communicate decisions
- Defence business units and operational procedures
- government procurement processes and options
- relevant legislation and organisational policy.

Assessment Conditions

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Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy

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requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- acceptable means of simulated assessment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFPBC003 Establish a Performance Based Contract performance measures hierarchy

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit describes the skills and knowledge required to establish a Performance Based Contract (PBC) performance measures hierarchy. It includes conducting a performance measures workshop, establishing the individual performance measures, establishing the individual payment curves for performance measures, analysing and assessing the agreed performance measure hierarchy.

This unit applies to administrators or managers working within the contract management field in Defence but may be applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work within a team, with limited supervision while performing complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Performance based contract

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Conduct a performance measure workshop**	**1.1** Assess list of stakeholders required to define the performance measures
		1.2 Gather and collate candidate performance measures from a workshop
2	**Establish the individual performance measures**	**2.1** Define key characteristics of the different type of performance measures used in PBC
		2.2 Assess whether individual performance measures from the list of candidate performance measures are required in the PBC as strategic performance measures, key performance indicators or system health indicators
		2.3 Establish the process for operating the performance measure, including application of business rules
		2.4 Assess the averaging technique applied to the performance measure
3	**Establish the individual payment curves for performance measures**	**3.1** Establish the performance levels for each performance measure, including the upper, mean and lower levels
		3.2 Establish the payment curve for each performance measure
		3.3 Apply weightings to each key performance indicator
4	**Analyse and assess the agreed performance measure hierarchy**	**4.1** Implement the established the performance measures
		4.2 Assess coverage of the performance measures against the Key Result Areas (KRA)
		4.3 Determine and assess the risks associated with each of the performance measures
		4.4 Prepare a performance measure hierarchy report

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFPBC003 Establish a Performance Based Contract performance measures hierarchy

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying weighting to key performance indicators
- assessing Key Result Area (KRA) coverage of performance measures
- establishing an effective performance measure hierarchy
- establishing performance requirements for performance measures
- gathering and analysing data
- identifying statistical requirements for Performance Based Contracting (PBC).

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- applying PBC principles
- effective communication techniques
- management and coordination of staff and stakeholders
- management of stakeholder expectation
- managing meetings and workshops
- performance measures hierarchy and their role in PBC.

Assessment Conditions

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Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- acceptable means of simulated assessment.

Links

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DEFPBC004 Establish the contract details of a Performance Based Contract

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit describes the skills required to establish the contract details for a Performance Based Contract (PBC) within an existing contract or to commission a new contract.

This unit applies to administrators or managers working within the contract management field in Defence but may be applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work within a team under limited direction while performing complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Performance based contract

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Establish contract requirements**	**1.1**	Establish PBC requirements to be included in the contract
		1.2	Communicate to all relevant stakeholders the agreed PBC requirements
		1.3	Document all agreed PBC requirements
2	**Draft contract requirements**	**2.1**	Draft PBC requirements into the contract, including Conditions of Contract and Conditions of Tender
		2.2	Assess draft PBC requirements against agreed PBC requirements
3	**Assess contract viability**	**3.1**	Assess the draft PBC against original contract requirements, contract outcome and contract scope of work defined in the initial requirements report
		3.2	Assess the draft PBC against the business case report, including net benefits and key enablers
		3.3	Prepare a final PBC report

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFPBC004 Establish the contract details of a Performance Based Contract

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- assessing Performance Based Contract (PBC) requirements against PBC business plan
- communicating effectively with stakeholders
- customising contract requirements for application in a PBC
- drafting the elements of a PBC
- maintaining records of PBC requirements
- planning and organising to meet PBC requirements
- preparing complex PBC documents.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- contract drafting and negotiation
- government procurement processes, requirements and timeframes
- management of stakeholders and stakeholder expectations
- PBC principles.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

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Assessment processes and techniques must be appropriate to the language, literacy and numeracy

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requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- acceptable means of simulated assessment.

Links

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DEFPBC005 Operate a Performance Based Contract

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit describes the skills required to operate a Performance Based Contract (PBC) within an existing contract or to commission a new contract.

This unit applies to administrators or managers working within the contract management field in Defence but may be applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work within a team under limited direction while performing complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Performance based contract

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Conduct PBC tender	**1.1** Detail the PBC requirements within a Tender Evaluation

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	evaluation		Plan (TEP)
		1.2	Assess individual tenderer performance against a PBC
		1.3	Establish the requirements for the PBC element of an Offer Definition and Improvement Activity (ODIA)
		1.4	Assess individual tenderer performance against the PBC element of an ODIA
		1.5	Document individual tenderers against TEP and PBC requirements in the source evaluation report
2	**Undertake PBC negotiations**	**2.1**	Establish the PBC element of the Contract Negotiations Directive (CND)
		2.2	Assist with the negotiation of PBC requirements and framework with stakeholders, including contractors
		2.3	Document final agreement against CND and PBC requirements
3	**Operate a PBC**	**3.1**	Calculate PBC performance measures in accordance with agreed PBC elements
		3.2	Document PBC elements and identified performance measures in the payment schedule
		3.3	Document PBC elements against identified performance measures in the rewards and remedies solution
		3.4	Ensure PBC elements and performance measures are included in the remediation plan
		3.5	Evaluate effectiveness of agreed PBC elements and identified performance measures and modify
		3.6	Communicate all modifications with relevant stakeholders

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work

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environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFPBC005 Operate a Performance Based Contract

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying any rewards and remedies for contractor performance
- assessing the performance of a contractor
- calculating the performance payment of a contractor
- planning and conducting Performance Based Contract (PBC) negotiations
- planning and conducting PBC tender evaluation
- preparing complex PBC documents and reports.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- government procurement processes and timeframes
- management of stakeholders and stakeholder expectations
- performance measure report and its requirements in the application of a PBC
- PBC principles and processes
- relevant legislation and organisational policies and procedures.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

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Assessment processes and techniques must be appropriate to the language, literacy and numeracy

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requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- acceptable means of simulated assessment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFPET001 Conduct field refuelling operations from a bulk fuel installation

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to conduct refuelling of vehicles and plant from a bulk fuel installation in a field environment to transfer fuel products between storage mediums within the installation.

It includes preparing, conducting and completing refuelling and fuel transfer operations.

This unit applies to persons working as petroleum operators in Defence but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work under supervision and perform specific tasks in a range of contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Petroleum Operations

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes.	demonstrate achievement of the element.
1 Prepare for and conduct refuelling and fuel transfer operations	**1.1** Identify and confirm refuelling tasks with supervisor
	1.2 Inspect and prepare refuelling equipment for operation in accordance with manufacturer specifications and operational procedures
	1.3 Select and fit personal protective equipment to operate bulk fuel installation in accordance with safety data sheets, environmental and work health and safety procedures
	1.4 Test for fuel contamination and quarantine, as required
	1.5 Monitor fuel transfer process, and rectify and/or report faults in accordance with manufacturer specifications and operational procedures
	1.6 Recognise equipment breakdowns and emergencies/incidents, and instigate emergency response plan to shut down fuel transfer process in accordance with manufacturer specifications and operational guidelines
2 Complete refuelling operations	**2.1** Shut down, maintain and pack away refuelling equipment in the bulk fuel installation in accordance with manufacturer specifications and operational procedures
	2.2 Recover, inspect and maintain fuel transfer equipment in accordance with operational procedures
	2.3 Complete documentation, as required
	2.4 Refurbish equipment in the fuel installation in accordance with manufacturer specifications and operational procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFPE001A Conduct field refuelling operations from a bulk fuel installation.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFPET001 Conduct field refuelling operations from a bulk fuel installation

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant legislation, regulatory standards, and organisational policies and procedures
- controlling fuel spills
- earthing vehicle and plant
- implementing environmentally sustainable work practices
- interpreting fuel markings and panels
- operating refuelling equipment
- refuelling vehicles and plant
- responding to emergencies using emergency response plans
- testing fuel for product contamination.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- Australian dangerous goods codes including:
  - segregation and storage requirements
- causes of explosions and related preventative measures
- emergency/incident response plans
- environmental protection measures to be applied during fuel transfer operations
- firefighting techniques
- fuel products and fuel transfer systems including valve and hose systems
- functions and responsibilities of team members
- hazard control methods associated with fuel products
- hydraulics principles
- physical properties of fuels
- refuelling equipment must include one or more of the following:
  - 50 mm/100 mm fuel equipment including:

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    - fittings
    - pipelines and hoses
    - pumps
    - valves, vessels and tanks
  - measurement instruments including:
    - hydrometers
    - tapes
    - thermometers
- relevant organisational policies and procedures.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry including:
  - workplace refuelling equipment and fuel products
  - safety equipment
  - specific workplace operating procedures and publications
- applicable documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFPET002 Conduct field refuelling operations using drum stock

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to refuel vehicles and equipment from packaged fuel within a field environment or small temporary field refuelling site.

It includes preparing, conducting and finalising field refuelling operations.

This unit applies to Defence personnel working in fuelling operations but could apply to persons working in a similar environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work under supervision and perform specific tasks in a range of contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Petroleum Operations

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Prepare for refuelling operations**	**1.1**	Inspect equipment for serviceability and prepare for operation in accordance with manufacturer specifications and operational procedures
		1.2	Establish refuelling site
		1.3	Select and use safety equipment in accordance with manufacturer specifications and operational procedures
		1.4	Test fuel for contamination, quarantine as required and report to relevant personnel
		1.5	Implement environmentally sustainable work practices, where feasible
		1.6	Calculate mass, volume and special requirements of packaged fuel products
2	**Perform refuelling operations**	**2.1**	Monitor refuelling operations and rectify faults as required, in accordance with operational procedures
		2.2	Deliver fuel products as required, to meet task requirements
3	**Finalise refuelling operations**	**3.1**	Shut down, maintain and pack away refuelling equipment
		3.2	Compile refuelling documentation in accordance with operational procedures
		3.3	Issue other fuel products, as required
		3.4	Refurbish refuelling site in accordance with operational procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

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Unit Mapping Information

This unit replaces and is equivalent to DEFPE002A Conduct field refuelling operations using drum stock.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFPET002 Conduct field refuelling operations using drum stock

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant legislation, and organisational policies and procedures
- calculating the mass, volume and special requirements of packaged fuel products
- conducting field refuelling operations using drum stock
- controlling fuel spills
- earthing equipment and vehicles
- interpreting fuel markings and panels
- operating refuelling equipment
- responding to emergencies using emergency response plans
- supplying liquid fuels and other fuel products
- testing fuel for product contamination
- using drums up to 205 litres and small portable fuel bladders
- using small motorised and hand fuel pumping equipment.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- Australian dangerous goods codes including:
  - segregation and storage requirements
- causes of explosions and related preventative measures
- emergency/incident response plans
- environmental protection
- fuel products and fuel transfer systems
- functions and responsibilities of team members during refuelling and fuel transfer operations
- hydraulics principles
- liquid fuels must include:
  - aviation gasoline
  - aviation turbine fuels

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  - diesel fuel
  - ground gasoline
  - kerosene
- other fuel products include:
  - anti-freeze fluids
  - greases
  - oils and lubricants
  - temporary protectives
- relevant legislation and organisational policies and procedures
- physical properties of fuels
- valve and hose systems.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, safety equipment and personal protective equipment currently used in industry including:
  - workplace refuelling systems and fuel products
  - specific workplace operating procedures and publications
- applicable documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFPET003 Test fuel hoses

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to perform hydrostatic and continuity testing of petroleum hoses.

It includes preparing for and performing fuel hose testing process, and finalising test procedures.

This unit applies to persons working as petroleum operators in Defence but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently and as part of a team under supervision, and perform routine tasks in a range of contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Petroleum Operations

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Prepare for testing process**	**1.1**	Interpret and apply relevant industry standards, industry and safety requirements relating to hydrostatic and continuity testing of petroleum hoses
		1.2	Inspect and test equipment for serviceability prior to operations in accordance with manufacturer specifications and operational procedures
		1.3	Apply hydrostatic safety requirements to conduct continuity testing process
		1.4	Select and fit relevant personal protective equipment
2	**Perform fuel hose tests**	**2.1**	Perform continuity tests to meet task requirements
		2.2	Perform hydrostatic tests to meet task requirements
		2.3	Conduct secondary tests where accuracy is in doubt or abnormal results obtained
3	**Finalise test procedures**	**3.1**	Record and report test results in accordance with operational procedures
		3.2	Classify and label hoses in accordance with test results
		3.3	Quarantine and report hoses that fail test standards to relevant personnel

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFPE003A Test fuel hoses.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFPET003 Test fuel hoses

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant legislation, and organisational policies and procedures
- compiling test documentation
- interpreting relevant industry testing requirements and standards
- operating hydrostatic and continuity test equipment
- performing tests at stipulated intervals including:
  - hydrostatic pressure test
  - continuity test
- handling hoses that fail testing procedures including:
  - quarantining hose
  - reporting to relevant personnel
- performing multiple tests on different sizes and types of petroleum hoses used in the workplace.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- hose serviceability
- purging equipment
- relevant dangerous/hazardous goods codes including:
  - segregation and storage requirements
- relevant industry standards including:
  - hose and hose assemblies for distribution of petroleum and petroleum products
- relevant organisational policies and procedures
- safety requirements including:
  - bunding
  - location of testing
  - personal protective equipment
  - pressure in accordance with relevant industry standards

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    - manufacturer specifications
- stakeholder communication
- test equipment including:
    - multimeter
    - hydraulic pressure tester
- use of common hand tools and specialist equipment.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry including:
- workplace specific fuel hoses
- specific test equipment
- relevant industry standards, and workplace operating procedures and publications
    - applicable documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFPET004 Assist in the construction and maintenance of a non-permanent bulk fuel installation

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to assist in the construction and maintenance of multi-product non-permanent bulk fuel installations within a Defence operational environment.

It includes preparing and assisting in constructing and maintaining field bulk fuel installations.

This unit applies to persons working as petroleum operators in Defence but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out including the current Australian Dangerous Goods Code. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work under supervision, and perform routine tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Petroleum Operations

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes.	demonstrate achievement of the element.
1 Prepare for construction	**1.1** Obtain and confirm installation instructions and schematic diagrams with relevant personnel
	1.2 Select and inspect equipment for serviceability prior to construction in accordance with manufacturer specifications and operational procedures
	1.3 Set up safety equipment prior to construction in accordance with operational procedures
	1.4 Apply work health and safety (WHS)/occupational health and safety (OHS) requirements and recognised safety precautions in accordance with operational procedures
	1.5 Identify and apply environmentally sustainable work practices as required, in accordance with operational procedures
2 Construct field bulk fuel installations	**2.1** Position storage tanks in accordance with schematic diagrams and relevant industry code/s
	2.2 Construct manifold system to meet task requirements
	2.3 Respond to unplanned problems with manifold construction in accordance with operational procedures and emergency response plan, in a manner that minimises risk to personnel and equipment
	2.4 Pressure test and commission installation in accordance with operational directions and procedures
	2.5 Return and restow construction equipment, and refurbish site in preparation for bulk fuel delivery
3 Maintain field bulk fuel installations	**3.1** Maintain equipment to provide bulk fuel supplies in accordance with manufacturer specifications
	3.2 Perform fuel site housekeeping to maintain a safe and operational installation
	3.3 Measure bulk fuel storage tank levels and record results
	3.4 Test fuel for contamination, record results and quarantine as required, in accordance operational procedures

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFPE004A Assist in the construction and maintenance of a non-permanent bulk fuel installation.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFPET004 Assist in the construction and maintenance of a non-permanent bulk fuel installation

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying Australian dangerous goods codes including:
  - segregation and storage requirements
- applying relevant legislation, and organisational policies and procedures
- assisting in constructing and maintaining nonpermanent bulk fuel installations of different sizes with different fuel products to be stored
- controlling fuel spills
- dealing effectively with unplanned events
- interpreting fuel markings and panels
- interpreting technical/schematic diagrams and publications
- implementing environmentally sustainable work practices
- responding to emergencies
- working effectively as part of a team
- working remotely.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- Australian dangerous goods codes including:
  - segregation and storage requirements
- emergency response plan
- fuel transfer equipment operation
- functions and responsibilities of team members
- hazard risk control methods associated with fuel products
- maintenance procedures for fuel transfer systems
- relevant legislation, and organisational policies and procedures, including pollution control
- relevant work health and safety (WHS)/occupational health and safety (OHS) requirements

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- schematic diagrams.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, safety equipment and personal protective equipment currently used in industry including:
- workplace equipment required for the construction of non-permanent bulk fuel installations
- specific workplace operating procedures and publications
- applicable documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFPET005 Assist in the construction and operation of a non-permanent inland pipeline system

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to assist in the construction and operation of a non-permanent inland pipeline distribution system and to perform liquid transfer operations.

It includes preparing and assisting in the construction of inland pipeline distribution systems. It also includes transferring liquid and maintaining an inland pipeline distribution system incorporating equipment recovery.

This unit is applicable in environments where a need exists to transfer liquids such as fuel and water over distances ranging from 600 m to 37 km.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work in teams under direct supervision, follow set procedures and methods that require some discretion and judgement. The size of the team varies and will increase as the length of the pipeline increases.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Petroleum Operators

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Prepare for construction	**1.1** Obtain and confirm instructions and schematic diagrams for the installation of a non-permanent inland pipeline system with relevant personnel
	1.2 Select and inspect equipment for serviceability prior to pipeline construction
	1.3 Set up safety equipment and a first aid station prior to commencement of pipeline construction in accordance with work health and safety (WHS)/occupational health and safety (OHS) safety guidelines
	1.4 Apply WHS/OHS requirements and recognised safety precautions throughout the operation
	1.5 Identify, assess and implement environmentally sustainable work practices, as required
2 Construct an inland pipeline distribution system	**2.1** Construct inland pipeline distribution system in accordance with instructions
	2.2 Earth pipeline to prevent static discharge
	2.3 Test inland pipeline distribution system in accordance with instructions and operational procedures
	2.4 Report unplanned safety or environmental issues and problems encountered during construction or testing, to relevant personnel
3 Transfer liquid using an inland pipeline distribution system	**3.1** Identify and confirm tasks for liquid transfer with relevant personnel
	3.2 Configure pumping equipment for transfer operations in accordance with manufacturer specifications and operational procedures
	3.3 Test liquid for product contamination and record results in accordance with operational procedures
	3.4 Quarantine contaminated product and report to relevant

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		personnel, as required
	3.5	Maintain communication with team members and relevant personnel throughout liquid transfer operations
	3.6	Conduct liquid transfer in accordance with instructions and operational procedures
	3.7	Pig pipeline as directed
	3.8	Monitor liquid transfer process and rectify or report faults in accordance with operational procedures
	3.9	Respond to emergencies/incidents in accordance with emergency response plans
	3.10	Shut down liquid transfer equipment on completion of transfer operations in accordance with manufacturer instructions
	3.11	Document liquid transfer operations, as required
4 Maintain an inland pipeline distribution system	**4.1**	Inspect pipeline and pumping equipment and report results to relevant personnel in accordance with workplace procedures
	4.2	Maintain operation of non-permanent inland pipeline system equipment in accordance with manufacturer instructions
	4.3	Complete minor repairs within scope of work, as required
	4.4	Record and report maintenance and repair tasks undertaken
5 Recover equipment	**5.1**	Return and restow inland pipeline distribution system on completion of operational requirements
	5.2	Recover and inspect inland pipeline system equipment on completion of operational requirements
	5.3	Refurbish site in accordance with organisational and environmental policies and procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFPE005A Assist in the construction and operation of a non-permanent inland pipeline system.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFPET005 Assist in the construction and operation of a non-permanent inland pipeline system

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying dangerous/hazardous goods handling procedures
- applying relevant legislation, statutory requirements and operational policies and procedures
- communicating effectively with relevant personnel
- constructing a pipeline system that is greater than 1 km in length and that uses a minimum of two pumps
- decommissioning liquid pipeline system
- identifying, interpreting and analysing risk assessment requirements relevant to work being performed
- interpreting fuel markings and panels, and technical diagrams and publications
- labelling pipeline on or near hazardous chemical using signs or other appropriate labels
- preparing for construction and maintenance of an inland pipeline distribution system
- operating liquid transfer systems
- pigging a pipeline
- recovering equipment
- refurbishing site
- testing a distribution system
- transferring liquid using an inland pipeline distribution system.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- Australian dangerous goods codes including:
  - segregation and storage requirements
- characteristics and capabilities of liquid pipelines and pumping equipment
- communication protocols
- dangerous/hazardous goods handling procedures
- decommission liquid distribution system and must include one or more of the following:

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  - deconstructing the system
  - pigging the pipeline
  - recovering equipment
- emergency response plans
- environmentally sustainable work practices
- liquid testing procedures including:
  - fuel products
- functions and responsibilities of team members
- hazard control methods associated with liquid products
- maintenance procedures for liquid transfer systems
- minor repairs including:
  - emergency repairs to hoses
- non-permanent inland pipeline distribution system including:
  - filters
  - fittings
  - metres
  - pipes
  - pumps
- pigging system
- relevant equipment manufacturer specifications
- relevant operational policies and procedures
- relevant work health and safety (WHS)/occupational health and safety (OHS) and environmental control legislation and policies
- schematic diagrams
- testing distribution system including:
  - conducting pressure testing
  - ensuring a closed system
  - ensuring installation conforms to schematic diagram
  - pressing the line with air
  - security of all components, fittings and fasteners
- unplanned event and problemsolving operational procedures.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy

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requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- liquid pipelines, pumping equipment and suitable products
- relevant and appropriate materials, tools, safety equipment and personal protective equipment currently used in industry including:
  - eye protection
  - hearing protection
  - high visibility clothing
  - gloves
  - safety headwear and footwear
- applicable documentation including specific workplace operating procedures, publications, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFPET006 Assist in the operation of the tank fabric collapsible marine system

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to assist in the operation of the tank fabric collapsible marine (TFCM) system to transfer fuel from ships anchored offshore to shorebased storage facilities.

It includes preparing and receiving a fuel bladder from a suitable marine vessel and issuing fuel from the TCFM system to shorebased operations.

The TCFM system is a flexible fuel storage tank that is installed onto a suitable marine vessel; it is used in the maritime environment where no other facilities exist to transfer fuel from ship to shorebased field fuel installations.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work in a team under supervision and perform routine tasks in familiar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Petroleum Operations

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Prepare for operations	**1.1** Obtain and confirm task requirements with relevant personnel
	1.2 Unpack and inspect components for serviceability in accordance with operational procedures
	1.3 Assemble components in accordance with manufacturer instructions
	1.4 Obtain and confirm operational orders, administrative and emergency response procedures
	1.5 Select and use appropriate personal protective equipment
	1.6 Apply work health and safety (WHS)/occupational health and safety (OHS) requirements and safety precautions in accordance with operational procedures and emergency response plan
	1.7 Identify and apply environmentally sustainable work practices, as required
	1.8 Complete appropriate documentation or records, as required
2 Receive fuel from ship	**2.1** Install flexible fabric tank onto vessel from the shore or directly off a ship in accordance with instructions, operational procedures and manufacturer specifications
	2.2 Connect TFCM system to ship’s pipeline in preparation for transfer operations
	2.3 Conduct pre-operation checks in accordance with manufacturer instructions and operational procedures
	2.4 Test fuel for product contamination, record results and quarantine defective product as required
	2.5 Transfer fuel in accordance with instructions and operational procedures
	2.6 Disconnect TFCM system from refuelling ship

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3	**Issue fuel from TFCM system to shore**	**3.1** Monitor condition of TFCM system during sea transit in accordance with operational procedures and emergency response plan and promptly report or rectify issues within scope of own authority
		3.2 Discharge fuel after vessel has been moored in accordance with operational procedures
		3.3 Monitor equipment during transfer operations and report or rectify faults, as required
		3.4 Monitor gauges to ensure transfer is in accordance with operational procedures
		3.5 Maintain communication with team members and relevant personnel during transfer operations
		3.6 Extract fabric flexible tank from vessel
		3.7 Recover equipment in accordance with operational procedures
4	**Finalise operations**	**4.1** Clean and inspect equipment in accordance with manufacturer instructions
		4.2 Conduct maintenance and minor repairs in accordance with operational and environmental procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFPE006A Assist in the operation of the tank fabric collapsible marine system.

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Links

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Assessment Requirements for DEFPET006 Assist in the operation of the tank fabric collapsible marine system

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying Australian dangerous goods codes including:
  - segregation and storage requirements
- applying relevant legislation, statutory requirements, and organisational policies and procedures
- assisting in the operation of the tank fabric collapsible marine (TFCM) system
- controlling fuel spills
- dealing effectively with unplanned events
- handling cleaning chemicals
- identifying hazards, assessing risks and implementing control measures
- interpreting fuel markings and panels
- interpreting technical diagrams and publications
- operating fuel pumping and discharge systems
- responding to emergencies in accordance with emergency response plans
- selecting and fitting appropriate personal protective equipment.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- Australian dangerous goods codes including:
  - segregation and storage requirements
- cleaning procedures and use of cleaning agents
- dangerous goods handling procedures
- emergency response plan
- functions and responsibilities of team members
- hazard control methods associated with fuel products
- maintenance procedures for fuel storage mediums
- relevant maritime dangerous goods marine orders

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- relevant legislation, safety and organisational policies and procedures
- TFCM system.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, safety equipment and personal protective equipment currently used in industry including:
  - TFCM system
  - bulk fuel tankers or simulated platform
  - suitable fuel products
  - specific workplace operating procedures and publications
- applicable documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFPET007 Assist in the operation of the towed flexible barge system

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to assist in the operation of the towed flexible barge (TFB) system to transfer fuel from ships anchored offshore to shore-based storage facilities.

It includes preparing to receive fuel from maritime operations and issuing fuel from a TFB system to shorebased operations.

A TFB system is utilised in marine environments where no other facilities exist to transfer large quantities of fuel from ocean tankers to shorebased field fuel installations.

This unit applies to persons working as petroleum operators in Defence but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently and as part of a team under supervision and perform routine tasks in a range of contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Petroleum Operations

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Prepare for operations	**1.1** Obtain and confirm task with relevant personnel
	1.2 Unpack and inspect components for serviceability
	1.3 Assemble TFB system components in accordance with manufacturer specifications
	1.4 Obtain and confirm operational, administrative and emergency response orders and procedures
	1.5 Select and use appropriate personal protective equipment
	1.6 Apply work health and safety (WHS)/occupational health and safety (OHS) requirements and safety precautions in accordance with operational procedures and emergency response plan
	1.7 Identify and apply environmentally sustainable work practices, as required
	1.8 Complete appropriate documentation or records as required
2 Receive fuel from ship	**2.1** Connect TFB to ship’s pipeline in preparation for fuel transfer operations
	2.2 Conduct pre-operation checks in accordance with task instructions
	2.3 Test fuel for contamination, record results and quarantine defective product as required
	2.4 Transfer fuel in accordance with task instructions
	2.5 Disconnect TFB from refuelling ship in accordance with operational procedures
3 Issue fuel from TFB system to shore	**3.1** Connect power pack, hydraulic lines and floating pipeline system to manifold raft
	3.2 Connect TFB to manifold raft

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	3.3 Conduct pre-operation fuel transfer checks in accordance with manufacturer specifications and operational procedures
	3.4 Transfer fuel to meet task requirements
	3.5 Monitor petroleum equipment during transfer and report or rectify faults in accordance with emergency response plan
	3.6 Monitor fuel transfer gauges
	3.7 Maintain communication with team members and relevant personnel during fuel transfer operations
	3.8 Disconnect TFB from manifold raft
	3.9 Inspect floating pipeline system with a pipeline inspection gauge in accordance with manufacturer specifications
	3.10 Recover equipment safely
4 Finalise operations	**4.1** Clean and restow TFB system equipment
	4.2 Inspect equipment for damage in accordance with operational procedures
	4.3 Conduct maintenance and minor repairs, as required, ensuring compliance with environmental procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFPE007A Assist in the operation of the towed flexible

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barge system.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFPET007 Assist in the operation of the towed flexible barge system

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant legislation, and organisational policies and procedures
- applying Australian dangerous goods codes including:
  - segregation and storage requirements
- assisting in the operation of a towed flexible barge (TFB) system and must include one of the following:
  - TFB being refuelled at sea
  - TFB being moored offshore and fuel being transferred to shore via a floating pipeline system
- controlling fuel spills
- identifying hazards, assessing risks and implementing control measures
- interpreting technical diagrams and publications
- interpreting fuel markings and panels
- operating fuel pumping and discharge systems
- dealing with difficulties encountered during assembly
- selecting and fitting appropriate personal protective equipment
- implementing environmentally sustainable work practices
- responding to emergencies in accordance with emergency response plans
- pressuring pipeline system with air
- testing for leaks
- handling cleaning chemicals safely.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- Australian dangerous goods codes including:
  - segregation and storage requirements
- cleaning procedures and use of cleaning agents

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- dangerous goods handling procedures
- emergency response plan
- functions and responsibilities of team members
- hazard control methods associated with fuel products
- maintenance procedures for fuel storage mediums
- relevant maritime dangerous goods marine orders
- relevant legislation, and organisational policies and procedures
- relevant work health and safety, pollution control legislation and policies
- TFB system.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, safety equipment and personal protective equipment currently used in industry including:
  - TFB system, discharge system and associated equipment
  - bulk fuel tankers or simulated platform
  - suitable fuel products
  - specific workplace operating procedures and publications
- applicable documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFPHL001 Contribute to environmental health operations

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to contribute to field environmental health operations as a member of the Australian Defence Force (ADF).

It includes providing support and advice to environmental health planning. It also includes implementing and monitoring environmental health measures.

This unit applies to persons working as environmental health operatives in Defence but is applicable to any anyone in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work under supervision and perform complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Preventive Health

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Provide support to environmental health planning**	**1.1**	Attend and participate in planning briefs and activities to contribute to team planning tasks
		1.2	Gather and communicate information in support of environmental health planning to team leader
2	**Provide environmental health advice**	**2.1**	Identify scope of task and clarify health support assessment requirements
		2.2	Develop advice that is in accordance with a full consideration of identified health threats
		2.3	Conduct environmental health research to meet task requirements
		2.4	Identify need and gain assistance from environmental health assets, as required
		2.5	Identify environmental health measures in consideration of health threats
		2.6	Formulate environmental health advice in consultation with identified stakeholders
3	**Implement environmental health measures**	**3.1**	Establish personal hygiene facilities in accordance with task and operational procedures
		3.2	Supervise the establishment of field waste facilities
		3.3	Monitor the quality of field water and food supply in accordance with health plan and operational procedures
		3.4	Implement environmental injury control measures to ensure maximum safety to personnel
4	**Monitor environmental health measures**	**4.1**	Monitor personnel health in accordance with operational procedures
		4.2	Assist line managers with physical health inspections
		4.3	Detect and respond to the outbreak of disease in accordance with health plan and operational procedures
		4.4	Compile reports and returns, as required
		4.5	Seek feedback from identified stakeholders regarding effectiveness and acceptance of environmental health

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measures

4.6 Monitor the implementation of environmental health measures in accordance with operational procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFPH001A Contribute to environmental health operations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFPHL001 Contribute to environmental health operations

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant legislation, and organisational policies and procedures and determining the most appropriate method of control for each
- assessing a range of common health threats in the field environment
- communicating effectively and engaging with a broad range of stakeholders to gain support for environmental health activities
- contributing to health operations including:
  - exposure to common health threats in a field setting
- coordinating a range of environmental health measures in a practical field setting
- ensuring collection and disposal of field waste
- identifying hazards, assessing risks and implementing control measures
- identifying health risks and disease transmission
- implementing control measures of disease transmission
- implementing water quality assurance measures
- participating in planning briefs
- prioritising tasking
- promoting a safe working environment
- working effectively with relevant administrative systems.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- disease types which must include one or more of the following:
  - airborne disease such as influenza
  - contact disease such as impetigo or tinea
  - food and water-borne disease such as dysentery, cholera and typhoid
  - vector-borne disease such as malaria or dengue fever
  - causes of disease transmission

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- food storage and distribution standards including the hazard analysis and critical control points (HACCP) approach to food control
- health surveillance system
- methods of establishing field hygiene and waste facilities
- pathophysiology of common communicable diseases
- process of disease
- relevant legislation, and organisational policies and procedures
- relevant planning and control systems
- risk management principles
- role and capabilities of other health care providers including environmental health team
- water quality assurance measures.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations based on a range of notional health threats determined from recent and historical experience
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry including:
  - appropriate equipment and stores
  - relevant personnel
- relevant documentation including operational policies, procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFPHL002 Assist with quick assessment of disease outbreak

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to assist with quick assessment of disease outbreak as a member of the Australian Defence Force (ADF).

It includes collecting epidemiologic data to participate in epidemiologic assessment that identifies disease control measures.

This unit applies to personnel working in Defence preventive medicine.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work in a team under supervision and perform routine tasks in a range of contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Preventive Health

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Collect epidemiologic data**	**1.1**	Obtain and clarify tasks, as required
		1.2	Provide information and assistance to personnel conducting assessment in accordance with operational procedures
		1.3	Obtain information about disease outbreak using appropriate data collection methods
		1.4	Collect and test data in accordance with operational procedures
2	**Participate in epidemiologic assessment**	**2.1**	Analyse epidemiologic data to identify factors relating to disease outbreak
		2.2	Compare factors relating to disease outbreak to the treatment information and to the organisation's response in accordance with relevant instructions
		2.3	Seek expert advice or opinion from personnel with relevant expertise to aid assessment in accordance with operational procedures and relevant authority
3	**Identify immediate disease control measures**	**3.1**	Identify a range of control measures in accordance with environmental health support plan
		3.2	Communicate identified control measures to personnel conducting assessment
		3.3	Integrate disease control measures into environmental health support plan in accordance with operational procedures
		3.4	Identify control measures outside of team's capability and refer to relevant personnel to address

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

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Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFPH002A Assist with quick assessment of disease outbreak.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFPHL002 Assist with quick assessment of disease outbreak

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least two separate occasions and include:

- applying legislation and operational policies and procedures
- applying risk management principles
- communicating and working effectively
- gathering and analysing relevant information about the outbreak of disease and making accurate assessments
- identifying hazards, assessing risks and implementing control measures
- identifying possible causes of disease transmission
- making accurate assessments about factors of disease
- managing workplace issues and problems
- prioritising relevant tasking.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- causes and control measures of disease transmission
- relevant documentation and administrative processes
- relevant food storage and distribution standards including:
  - hazard analysis and critical control points (HACCP) approach to food control
- pathophysiology of common communicable diseases
- process of disease
- relevant legislation and operational policies and procedures
- risk management principles
- role and capabilities of other health care providers including environmental health team.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include

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requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations including:
  - actual or scenario outbreak of disease with all supporting information
  - relevant person leading disease outbreak assessment
- relevant materials, tools, equipment and personal protective equipment currently used in industry to perform environmental measurement and testing
- relevant documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFPHL003 Operate environmental measuring devices

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to operate environmental measuring devices as a member of the Australian Defence Force (ADF).

It includes taking environmental condition measurements and reporting data acquired from environmental measuring devices.

This unit applies to personnel working in Defence preventive medicine.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently or as part of a small team, and perform routine tasks in a range of contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Preventive Health

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Take environmental condition measurements**	**1.1**	Check environmental measuring device for serviceability and confirm settings in accordance with manufacturer instructions
		1.2	Position environmental measuring device to optimise its function and accuracy
		1.3	Collect data and measurements in accordance with organisational procedures
		1.4	Transfer data effectively to enable accurate interpretation using relevant information technology
2	**Report data acquired from environmental measuring device**	**2.1**	Interpret data and record environmental conditions information
		2.2	Identify desired work/rest activity levels and required hydration level in accordance with operational procedures
		2.3	Draft an environmental conditions report for relevant stakeholder including recommendations on work/rest activity levels and required hydration level

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces but is not equivalent to DEFPH003A Operate environmental measuring devices.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFPHL003 Operate environmental measuring devices

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least two separate occasions and include:

- applying relevant legislation, and organisational policies and procedures
- interpreting environmental data to draw conclusions
- operating environmental measuring devices
- preparing environmental measuring devices in accordance with manufacturer instructions
- prioritising tasking
- undertaking measurements that include temperature, humidity and heat stress index.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- environmental measuring devices which must include one or more of the following:
  - altimeter
  - heat stress monitor
  - humidity meter
  - microwave oven radiation leakage detection device
  - temperature probe
- health surveillance system
- impact of the environment on human performance
- manufacturer specifications for environmental measuring devices
- relationship between heat/humidity and hydration
- relevant legislation, and organisational policies and procedures
- time management strategies to set priorities
- weather systems and patterns
- work/rest activity levels/index and required hydration level.

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Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant materials, tools, equipment and personal protective equipment currently used in industry including:
  - environmental measuring devices
- relevant documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFPHL004 Undertake a vector borne diseases surveillance program

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to undertake a vector borne diseases surveillance program as a member of the Australian Defence Force (ADF).

It includes preparing, collecting, performing and reviewing data in a vector borne diseases surveillance program. It also includes interpreting and reporting data gathered from vector borne disease surveillance.

This unit applies to personnel working in Defence preventive medicine.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently and perform complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Preventive Health

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes.	demonstrate achievement of the element.
1 Collect and review data in preparation for surveillance activities	**1.1** Analyse historical data to determine the surveillance area and vectors
	1.2 Review climate and topography of surveillance area to identify key locations of interest and optimal time to perform surveillance
	1.3 Analyse blood and/or mosquito samples using rapid test kits in accordance with manufacturer specifications, to identify potential prevalence of vector borne diseases in surveillance area
2 Perform surveillance of vectors	**2.1** Gather surveillance data using vector collection techniques
	2.2 Operate surveillance equipment in accordance with manufacturer specifications
	2.3 Sort and identify collected vectors to enable classification
	2.4 Preserve, store and maintain collected vectors for transport, in accordance with operational procedures
3 Interpret and report data gathered from vector borne disease surveillance	**3.1** Interpret surveillance data to assess the risk of vector borne disease to personnel
	3.2 Determine the risk of vector borne disease occurrence to aid environmental health planning
	3.3 Draft and present a surveillance report to relevant stakeholders
	3.4 Recommend control measures to reduce vector borne disease risks to personnel

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFPH004A Undertake a vector borne diseases surveillance program.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFPHL004 Undertake a vector borne diseases surveillance program

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least two separate occasions and include:

- applying relevant legislation, and organisational policies and procedures
- collecting research material from available relevant sources
- collecting and correctly identifying vectors
- gathering vector borne disease surveillance data
- identifying the potential prevalence of vector borne diseases in surveillance area
- identifying vector borne disease hazards, assessing risks and implementing control measures
- interpreting and reporting surveillance data
- manipulating vectors with high level of dexterity and hand–eye coordination
- prioritising tasking
- setting up and disassembling equipment.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- aetiology of disease relevant to vector borne diseases
- health surveillance system
- historical data which must include one or more of the following:
  - health intelligence reports
  - government reports on health statistics
  - scientific reports on health statistics
- operating procedures for surveillance equipment
- preservation techniques for vectors
- relevant vector borne diseases of interest to the Australian Defence Force (ADF)
- relevant vector biology
- relevant disease control measures including:
  - avoiding known areas where vectors occur

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  - education
  - impregnating clothing and bed nets with chemical protective barriers (permethrin impregnation)
  - selecting appropriate camp sites
  - sleeping under bed nets
  - using protective clothing
  - using repellents, insecticides
  - wearing long sleeves, trousers, head nets, covered footwear
- relevant documentation processes
- relevant legislation, and organisational policies and procedures
- relevant vectors including:
  - cockroaches
  - fleas
  - house flies
  - lice
  - mites
  - mosquitoes
  - phlebotomies (sandflies)
  - ticks.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry including:
  - relevant surveillance equipment
  - suitable environment/setting to collect vectors
- relevant documentation including operational procedures, regulations, codes of practice and operation manuals.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFPHL005 Assist with field hygiene and sanitation

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to assist with field hygiene and sanitation as a member of the Australian Defence Force (ADF).

It includes conducting a minor field hygiene survey and providing technical field hygiene advice.

This unit applies to Defence personnel required to assist with hygiene and sanitation.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently and perform routine tasks in a range of contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Preventive Health

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Conduct a minor field	**1.1** Clarify group’s local area of responsibility to establish

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hygiene survey		survey boundary
	1.2	Inspect proposed camp site environment, sanitary condition and general area for hygiene risks to inform site selection
	1.3	Assess location, condition and suitability of field hygiene facilities in accordance with operational procedures
	1.4	Assess positioning, type and operation of field waste facilities in accordance with operational procedures
	1.5	Assess food/water storage and handling arrangements to ensure optimum food safety and water distribution
2 Provide technical field hygiene advice	**2.1**	Provide advice on camp site selection to optimise field hygiene and sanitation outcomes during temporary camp emplacement
	2.2	Provide advice on field waste management to control the risk of disease in accordance with waste handling operational procedures
	2.3	Provide advice on personal hygiene facilities and practices to promote individual health and resistance to disease
	2.4	Provide advice on food/water storage and handling measures to control the risk of disease from ingested vectors of disease

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFPH005A Assist with field hygiene and sanitation.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFPHL005 Assist with field hygiene and sanitation

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least two separate occasions – one urban and one rural environment – and include:

- applying relevant legislation, regulatory standards and organisational policies and procedures
- communicating appropriately about, consulting on and imparting knowledge of field hygiene and sanitation
- gathering field hygiene data from relevant sources
- identifying hygiene risks and implementing control measures
- interpreting field hygiene data.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- causes of disease transmission
- control measures for disease transmission
- relevant documentation processes
- food storage and distribution standards including:
  - hazard analysis and critical control points (HACCP)
- health surveillance system
- methods of establishing field hygiene and waste facilities
- pathophysiology of common communicable diseases
- relevant legislation, regulatory standards and organisational policies and procedures
- process of disease
- risk management principles
- water quality assurance measures.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of

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assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate urban and field workplace conditions and environments.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment, stores and personal protective equipment currently used in industry
- relevant documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFPHL006 Monitor water handling and distribution practices

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to inspect and monitor water distribution for safe water handling practice as a member of the Australian Defence Force (ADF).

It includes monitoring water distribution point, storage and equipment.

This unit applies to Defence personnel required to monitor water handling and distribution.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently and perform routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Preventive Health

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Monitor water	**1.1** Perform routine monitoring of water storage and

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	distribution point		distribution points to assess standard of safe water handling practices
		1.2	Perform field water testing to determine the quality of water, in accordance with operational procedures
		1.3	Interpret information gathered during monitoring in accordance with relevant standards and guidelines for drinking water quality
		1.4	Assess water handling practices and make recommendations to relevant personnel for improving water safety
		1.5	Report contaminated water to relevant stakeholder and take immediate action to restrict the use of contaminated water
2	**Monitor water storage and distribution equipment**	**2.1**	Review local system for cleaning and sanitising water storage and distribution equipment to ensure it conforms with organisational policies and procedures
		2.2	Provide advice about cleaning and sanitising water storage and distribution equipment
		2.3	Implement regular water storage and distribution equipment surveys in accordance with operational procedures
		2.4	Quarantine and report equipment suspected of contamination or not approved for water storage and distribution, to relevant stakeholders

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

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Unit Mapping Information

This unit replaces and is equivalent to DEFPH006A Monitor water handling and distribution practices.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFPHL006 Monitor water handling and distribution practices

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least two separate occasions and include:

- applying legislation, regulatory standards and organisational policies and procedures
- communicating and consulting with stakeholders
- implementing control measures of disease transmission
- implementing safe water handling practices
- implementing water quality assurance measures
- interpreting data gathered in the field against quality standards in national water quality guidelines
- recognising unsafe water or water storage containers
- researching causes of disease transmission
- taking action to prevent disease and illness.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- aetiology of water-borne diseases
- control measures of disease transmission
- health surveillance system
- relevant legislation, standards, and organisational policies and procedures
- risk management principles
- safe water handling practices and guidelines.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include

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requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment, stores and personal protective equipment currently used in industry
- relevant documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFPHL007 Conduct chlorine dosing of water at the point of supply

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to conduct chlorine dosing of water at the point of supply as a member of the Australian Defence Force (ADF).

It includes preparing, conducting and monitoring chlorine dosing and performance at the point of supply to ensure chlorine disinfection residue levels meet the minimum standard for Australian drinking water guidelines (ADWG).

This unit applies to personnel working in ADF preventive medicine.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work under supervision and perform specific tasks in familiar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Preventive Health

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes.	demonstrate achievement of the element.
1 Prepare and conduct chlorine dosing	**1.1** Use, handle and store chlorine in accordance with safety data sheet and organisational procedures
	1.2 Establish chlorine residue level in accordance with operational field water testing procedures
	1.3 Determine chlorine demand by comparing chlorine residue level with ADWG and chlorine concentration
	1.4 Select, fit and use appropriate personal protective equipment
	1.5 Conduct chlorine dosing at the point of water supply, as required in accordance with ADWG and organisational procedures
	1.6 Monitor chlorine dosing to achieve desired chlorine residue level
	1.7 Identify dosing faults and carry out corrective actions in accordance with operational procedures
2 Monitor chlorine dosing performance	**2.1** Collect and test dosing samples to confirm chlorine level and water quality in accordance with organisational field water testing procedures
	2.2 Record and report test results in accordance with operational procedures
	2.3 Report observations outside defined parameters for further action

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

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Unit Mapping Information

This unit replaces and is equivalent to DEFPH007A Conduct chlorine dosing of water at the point of supply.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFPHL007 Conduct chlorine dosing of water at the point of supply

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least two separate occasions – in an urban or field setting – and include:

- applying Australian drinking water guidelines (ADWG)
- applying relevant legislation, and organisational policies and procedures
- calculating chlorine dosing levels accurately
- identifying and responding to dosing faults
- identifying hazards, assessing risks and implementing control measures
- interpreting data gathered in the field against quality standards
- liaising and communicating with persons in positions of authority
- measuring chemicals accurately
- using, handling and storing chlorine in accordance with safety data sheets (SDS)/material safety data sheet (MSDS).

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- ADWG
- chlorine dosing levels per volume of water
- documentation processes relevant to own workplace
- process of disease
- relationship between chlorine, water pH and temperature as it relates to water disinfection
- relevant dangerous/hazardous goods codes including:
  - handling and storage requirements for chlorine
- relevant SDS/MSDS
- risk management principles
- water quality assurance measures.

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Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment, stores and personal protective equipment currently used in industry
- relevant documentation including operational procedures, safety data sheets, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFPHL008 Coordinate environmental health operations

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to coordinate environmental health operations as a member of the Australian Defence Force (ADF).

It includes planning and implementing environmental health tasking.

This unit applies to Defence personnel required to provide environmental health support.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently and perform complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Preventive Health

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Plan environmental	**1.1** Obtain and clarify environmental health support

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	health tasking		instructions as required, in accordance with relevant stakeholders
		1.2	Confirm task objectives are consistent with identified health threat and operating environment
		1.3	Determine tasking allocation in accordance with operational requirements and priorities
		1.4	Allocate resources to tasks in accordance with tasking allocation and operational procedure
		1.5	Identify hazards, assess risks and implement appropriate control measures, as required
		1.6	Issue environmental health tasking to relevant personnel in accordance with operational procedures
2	**Implement and monitor environmental health tasking**	**2.1**	Liaise with relevant stakeholders to obtain environmental health tasking plan approval
		2.2	Execute tasks in accordance with health tasking plan and operational procedures
		2.3	Monitor progress and review task outcomes during the activity as required, in accordance with operational priorities, time requirements and resource allocation
		2.4	Communicate technical advice relating to environmental health tasking to relevant stakeholders, as required

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFPH008A Coordinate environmental health operations.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFPHL008 Coordinate environmental health operations

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least two separate occasions and include:

- applying relevant legislation, and organisational policies and procedures
- communicating and consulting with relevant stakeholders
- coordinating tasking of at least two team members to achieve desired outcomes
- determining an achievable tasking plan with prioritised time requirements and resource allocation
- establishing and maintaining administrative systems
- identifying hazards, assessing risks and implementing control measures
- maintaining consistency in tasking
- managing workplace issues and problems
- modifying tasking to meet unplanned events
- reallocating resources based on tasking monitoring.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- principles of resource management/allocation
- causes of disease transmission
- control measures of disease transmission
- methods of establishing field hygiene and waste facilities
- pathophysiology of common communicable diseases
- planning and control systems
- process of disease
- relevant documentation processes
- relevant legislation, and organisational policies and procedures
- risk management principles
- role and capabilities of other health care providers including environmental health team
- tasking must include one or more of the following:

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  - applying the permethrin protection system
  - assisting in ongoing health threat assessment and health surveillance
  - collecting water samples for laboratory analysis
  - contributing to epidemiologic quick assessment of disease
  - contributing to organisational compliance with work health and safety (WHS)/occupational health and safety (OHS) and industrial hygiene policy/procedures
  - coordinating field waste management
  - implementing strategies to control the transmission of disease
  - inspecting and monitoring water distribution for safe water handling practices
  - monitoring food hygiene and preventing the transmission of disease via ingested sources
  - operating pesticide dispersal equipment
  - performing a water quality survey of an established water distribution point
  - performing chlorine dosing of water at the point of supply
- team leadership management principles.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations based on a range of notional health threats from recent and historical experience to tailor tasking
- dependent personnel
- relevant and appropriate materials, tools, equipment, stores and personal protective equipment currently used in industry
- relevant documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFPHL009 Conduct a quick assessment of disease outbreak

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to conduct a quick assessment of disease outbreak as a member of the Australian Defence Force (ADF).

It includes initiating data gathering and analysing epidemiologic data from quick assessment. It also includes reporting assessment findings and implementing disease control measures.

This unit applies to personnel working in ADF preventive medicine.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently and perform complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Preventive health

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Initiate data gathering for quick assessment**	**1.1**	Liaise with stakeholders to gain consent for quick assessment to occur, in accordance with operational policies
		1.2	Determine factors affecting complexity of quick assessment
		1.3	Obtain information on life cycle of disease outbreak using appropriate data collection methods in accordance with operational procedures
		1.4	Task and provide guidance to persons assisting with quick assessment to enable them to assist independently
		1.5	Conduct environmental measurements and testing to support quick assessment
2	**Analyse epidemiologic data**	**2.1**	Construct a chronology of events to identify initial causative incident
		2.2	Analyse causative incident/s to identify nature of disease causing outbreak, in accordance with operational procedures
		2.3	Analyse epidemiologic data to identify disease spread and to classify disease outbreak proportions
		2.4	Compare factors relating to disease outbreak to treatment information and organisation's response to the disease outbreak in accordance with operational procedures
		2.5	Contact relevant specialist authorities to seek expert advice to aid with assessment of disease, as required
3	**Report assessment findings and implement disease control measures**	**3.1**	Gain relevant stakeholder approval for assessment findings
		3.2	Identify relevant control measures that specifically address factors relating to disease outbreak in accordance with operational procedures
		3.3	Record and communicate assessment findings and control measures with relevant stakeholders
		3.4	Conduct a control measure lesson learned activity to support wider environmental health support plan

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFPH009A Conduct a quick assessment of disease outbreak.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFPHL009 Conduct a quick assessment of disease outbreak

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least two separate occasions and include:

- analysing information
- applying legislation, and organisational policies and procedures
- communicating and consulting with relevant stakeholders
- coordinating activities of persons assisting with quick assessment
- establishing and maintaining administrative systems
- identifying hazards, assessing risks and implementing control measures
- making accurate assessments about the nature of disease causing the outbreak
- prioritising tasking
- using data collection methodology.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- causes of disease transmission
- control measures of disease transmission
- epidemiology of disease
- food safety standards including:
  - hazard analysis and critical control points (HACCP) approach to food control
  - food storage and distribution standards
- health surveillance system
- pathophysiology of common communicable diseases
- planning and control systems
- process of disease
- relevant legislation, and organisational policies and procedures
- role and capabilities of other health care providers including environmental health team
- water quality assurance measures.

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Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations of outbreak of disease
- relevant and appropriate supporting information, materials, tools, equipment and personal protective equipment currently used in industry including:
  - equipment to perform environmental measurement and testing
- relevant documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFPHL010 Conduct a field hygiene survey

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to conduct a field hygiene survey as a member of the Australian Defence Force (ADF).

It includes determining requirements, and performing and reporting on findings of field hygiene survey.

This unit applies to personnel working in ADF preventive health.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently and perform routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Preventive Health

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine field hygiene survey requirements**	**1.1** Liaise with relevant stakeholders to gain support for survey activities
		1.2 Determine survey scope in accordance with operational requirements and procedures
		1.3 Clarify local area of responsibility to establish survey area and relevant boundaries
		1.4 Identify, source and evaluate current data for survey requirements to establish a point of reference and comparison
		1.5 Obtain and inspect relevant equipment in accordance with manufacturer specifications and operational procedures
		1.6 Determine data collection methodology in accordance with operational requirements
2	**Perform field hygiene survey**	**2.1** Inspect general environment for its sanitary condition and areas of general hygiene risk
		2.2 Conduct initial hygiene risk assessment of building integrity and suitability for use and habitation in accordance with operational procedures
		2.3 Assess and record the presence of disease vectors, vermin and insects in accordance with hygiene survey requirements
		2.4 Assess location, condition and suitability of field hygiene and waste facilities
		2.5 Assess positioning and arrangements for food and water storage and handling facilities to optimise food/water distribution safety
		2.6 Determine recommendations and control measures based on survey results in accordance with operational requirements
3	**Report field hygiene survey findings**	**3.1** Record assessment findings in accordance with organisational procedures
		3.2 Communicate assessment findings and control measures to relevant stakeholders

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFPH010A Conduct a field hygiene survey.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFPHL010 Conduct a field hygiene survey

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least two separate occasions and include:

- applying relevant legislation, and organisational policies and procedures
- communicating appropriately and consulting effectively with stakeholders
- conducting an initial hygiene risk assessment
- gathering field hygiene data via from available sources
- identifying hazards, assessing risks and implementing control measures – in particular in relation to field hygiene risks and actions to correct field hygiene deficiencies
- interpreting field hygiene data
- making technical judgements based on own level of knowledge and experience
- prioritising tasking.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- aetiology of disease relevant to vector borne diseases
- causes of disease transmission
- control measures of disease transmission
- food safety standards including:
  - food storage and distribution standards
  - hazard analysis and critical control points (HACCP) approach to food control
- health surveillance system
- initial hygiene risk assessment including:
  - ability to withstand a storm or weather conditions
  - determining materials used in constructing the building (e.g. asbestos)
  - likelihood of collapse
  - protection from weather or flooding
  - providing appropriate access and egress

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  - suited to the purpose for which they are being used
  - ventilation
- methods of establishing field hygiene and waste facilities
- pathophysiology of common communicable diseases
- process of disease
- relevant documentation processes
- relevant legislation, and organisational policies and procedures
- relevant vector borne diseases
- risk management principles
- water quality assurance measures.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Resources for assessment must include access to:

- a range of environments (urban and field), relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment, stores and personal protective equipment currently used in industry
- relevant documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFPHL011 Perform environmental health planning

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to perform environmental health planning as a member of the Australian Defence Force (ADF).

It includes conducting an environmental health analysis to develop an environmental health plan.

This unit applies to preventive medicine supervisors.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently, supervise small teams and perform complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Preventive Health

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Conduct an	**1.1** Determine scope and context of environmental health

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	environmental health analysis		support required in accordance with operational policy
		1.2	Identify and review health intelligence sources
		1.3	Conduct an environmental health threat risk assessment
		1.4	Identify environmental health tasks to mitigate each threat in accordance with operational procedures
		1.5	Determine environmental health strategies and action in accordance with scope and context of identified support
		1.6	Compare strategies with responsiveness to potential obstacles and key health threats
		1.7	Present a health analysis brief to relevant stakeholders for consultation and guidance in accordance with operational procedure
2	**Develop environmental health plan**	**2.1**	Identify environmental health stakeholders for specific tasking within the plan
		2.2	Allocate environmental health assets in accordance with agreed environmental health strategies
		2.3	Prioritise and sequence environmental health tasking in accordance with environmental health strategies
		2.4	Apply principles of health support
		2.5	Draft environmental health plan to support strategic adaptability to react effectively when environmental circumstances change unexpectedly
		2.6	Present draft plan to relevant stakeholders and personnel for approval in accordance with operational procedures
		2.7	Finalise environmental health plan that incorporates stakeholder feedback and recommendations, in accordance with plan scope and operational procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFPH011A Perform environmental health planning.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFPHL011 Perform environmental health planning

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant legislation, and operational policies and procedures
- communicating effectively with all stakeholders
- enabling sustained environmental health support
- identifying key health threats, assessing risks and implementing control measures during environmental health planning
- interpreting information to support health planning
- making judgements that balance health support and operational imperatives
- managing basic projects
- managing schedule with competing interests
- minimising health threat to the organisation
- negotiating complex issues and ideas to arrive at a common understanding
- optimising the implementation of health support plans
- preparing complex verbal or written health assessments for communication to relevant stakeholders
- researching information to aid health support assessment
- solving problems.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- health support logistics and planning processes
- health support resource capabilities
- health threat analysis
- injury risk assessment and management
- organisational structure, and lines of authority and communication within the organisation
- principles of health support including:
  - enable control of health resources by technically qualified personnel best placed to employ them

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    - ensure conformity of health plan with higher operational plans
    - ensure continuity of health care between levels of treatment and between different agencies involved in treatment
    - ensure health support maintains its proximity to activity being supported
    - ensure health support maintains mobility with activity of group being supported
    - facilitate provision of initial wound surgery within three hours of being injured
    - facilitate provision of resuscitation by a medical officer within an hour of being injured
    - prevent injury and illness
    - provide immediate first aid to an injured person
    - maintain flexibility to adapt health plan to changing circumstances of Australian Defence Force (ADF) operations
- relevant legislation, and organisational policies and procedures
- relevant organisational standing and routine orders
- structure and function of ADF health services
- theory of health support
- vectors of disease.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations including:
    - actual situation or scenario requiring environmental health planning, with all supporting information
    - welldeveloped health intelligence
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- relevant documentation including operational procedures, regulations, codes of practice and operation manuals.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFPHL012 Manage environmental health operations

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to manage environmental health operations as a member of the Australian Defence Force (ADF).

It includes issuing team tasking, supervising operations and monitoring effectiveness of environmental health support.

This unit applies to ADF preventive medicine supervisors.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work autonomously with supervisory responsibilities, and perform complex tasks in a broad range of contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Preventive Health

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Issue tasking for environmental health teams**	**1.1** Review and clarify as required in consultation with relevant personnel, environmental health support plan to fully ascertain the support required to be delivered
		1.2 Brief relevant personnel on recommendations for support requirements in the health support plan
		1.3 Determine tasking schedule considering the best use of environmental health assets, time and availability of dependent organisations
		1.4 Determine key performance indicators through consultation with relevant personnel and team leaders
		1.5 Allocate resources within tasking schedule to ensure teams are equipped to achieve objectives
		1.6 Task team leaders in accordance with health support plan and operational requirements
2	**Supervise environmental health team operations**	**2.1** Liaise with dependent organisations to set expectations about service being provided and to establish a common understanding of team performance and interaction
		2.2 Identify factors affecting delivery of environmental health support through consultation with team leaders and organisations receiving support
		2.3 Identify and implement measures to improve delivery of environmental health support across all teams
		2.4 Provide technical guidance to team leaders to ensure correct performance of environmental health measures
		2.5 Monitor utilisation of assets and adjust tasking schedule to ensure efficient use of all resources
		2.6 Maintain work records to allow reference and tracking of workflow to dependent organisations
		2.7 Compile and submit reports and returns in accordance with operational procedure
		2.8 Communicate technical environmental health advice to relevant personnel
3	**Monitor effectiveness of environmental health support**	**3.1** Liaise with team leaders and dependent organisations to gauge acceptance, reception and benefits of environmental health support

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3.2 Review information sources on environmental health performance

3.3 Monitor changes in environment to continually adapt tasking schedule to current situation

3.4 Optimise team composition, tasking schedule and asset allocation to ensure health support effectiveness

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFPH012A Manage environmental health operations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFPHL012 Manage environmental health operations

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least two separate occasions and include:

- applying relevant legislation, and operational policies and procedures
- coaching and mentoring to provide support to personnel
- communicating and consulting with relevant stakeholders
- confirming tasks are completed
- coordinating tasking of at least two teams, of no less than three personnel in each team
- developing a tasking schedule utilising environmental health assets
- ensuring efficient use of resources
- maintaining administrative procedures
- managing factors affecting delivery issues and problems
- mentoring team leaders to achieve team tasking and objectives
- prioritising tasking.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- food safety standards including:
  - food storage and distribution standards
  - hazard analysis and critical control points (HACCP) approach to food control
- legal rights and responsibilities
- methods of establishing field hygiene and waste facilities
- principles and techniques associated with:
  - establishing key performance indicators
  - leading people
  - making decisions
  - preparing tasking schedules and plans
  - team leadership management

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    - time management strategies to set priorities
- process of disease including the causes of disease transmission
- relevant administrative procedures
- relevant legislation, and organisational policies and procedures
- risk management principles
- role and capabilities of other health care providers including:
    - relevant environmental health personnel
- scheduling resources
- tasking must include one or more of the following:
    - applying the permethrin protection system
    - assisting in ongoing health threat assessment and health surveillance
    - collecting water samples for laboratory analysis
    - contributing to epidemiologic quick assessment of disease
    - contributing to organisational compliance with work health and safety (WHS) and industrial hygiene policy/procedure
    - coordinating field waste management
    - implementing strategies to control transmission of disease
    - inspecting and monitoring water distribution for safe water handling practices
    - monitoring food hygiene and preventing transmission of disease via ingested sources
    - operating pesticide dispersal equipment
    - performing a water quality survey of an established water distribution point
    - performing chlorine dosing of water at the point of supply.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations based on a range of operational situations from recent and historical experience to tailor tasking
- dependent personnel – team leaders and team members
- relevant and appropriate materials, tools, equipment, stores and personal protective

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equipment currently used in industry
- relevant documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFPHL013 Manage a deployed capability

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to manage a deployed capability as a member of the Australian Defence Force (ADF).

It includes deployment planning, supervising deployment activities and integrating operations with other co-located capabilities, supporting the leadership of the team, and communicating instructions.

This unit applies to personnel employed in the ADF who exercise supervisory responsibility over a number of support teams while deployed on ADF activities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work autonomously, supervise teams, and perform complex tasks in a range of contexts that could be unpredictable.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Preventive Health

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes.	demonstrate achievement of the element.
1 Plan and supervise pre-deployment activities	**1.1** Obtain deployment instructions and clarify as required, in accordance with organisational procedures
	1.2 Seek further information and tasking from briefings
	1.3 Review deployment instructions to plan tasking and activities to be coordinated by team leaders
	1.4 Maintain lines of communication with team leaders to ensure teams are kept informed of the developments in the situation in accordance with operational procedures
	1.5 Issue pre-deployment tasking to team leaders
	1.6 Monitor team leader deployment preparation to ensure capability members are ready for deployment
	1.7 Monitor preparation of stores and equipment to ensure they are operational and ready for deployment, in accordance with deployment plan
	1.8 Consider and cater for specialist requirements during the preparation of stores and equipment
	1.9 Monitor loading of stores and equipment for deployment in accordance with operational requirements
	1.10 Confirm final deployment instructions and communicate to team leaders to ensure all capability members are informed and ready for deployment
2 Supervise deployment activities	**2.1** Confirm deployment site and siting considerations with commander on arrival at deployment area
	2.2 Issue detailed instructions to team leaders including ground brief, detailed tasks and timings
	2.3 Monitor setting-up capability stores and equipment in accordance with operational procedures and requirements
	2.4 Identify and rectify problems with deployment or refer to commander for resolution in accordance with deployment instructions
	2.5 Establish lines of communication with co-located capabilities and other stakeholders to enable inter-operability

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		2.6	Contribute to setting-up of support facility's amenities as directed by facility commander in accordance with operational requirements
3	**Supervise the operation of a deployed capability**	**3.1**	Monitor maintenance of operational posture to ensure the operation of the capability complements the provision of services and the operational environment
		3.2	Compile and issue reports and returns to commander in accordance with organisational procedures
		3.3	Monitor maintenance of stores and equipment
		3.4	Supervise team leaders appropriate to changing priorities and situation, and differing needs and skills of individuals
4	**Supervise re-deployment activities**	**4.1**	Acknowledge and clarify re-deployment instructions in accordance with operational procedures
		4.2	Plan tasking and activities to support re-deployment instructions
		4.3	Issue re-deployment tasking to team leaders
		4.4	Monitor refurbishment of stores and equipment to ensure capability is made ready for future deployments and to identify maintenance needs between deployments
		4.5	Monitor loading of stores and equipment for re-deployment to ensure safe transportation and arrival in the new location
		4.6	Assess deployment to identify lessons learned to improve future deployments and record findings in accordance with organisational policy

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

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Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFPH013A Manage a deployed capability.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFPHL013 Manage a deployed capability

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant legislation, and operational policies and procedures
- coordinating activities of a large team to deploy and operate a capability
- ensuring capability is operational and ready for use
- establishing and maintaining administrative procedures
- establishing key performance indicators
- issuing formal and quick orders in an operational setting
- mentoring and directing team leaders
- planning and organising tasking
- preparing tasking schedules and plans.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- deployment instructions must include one or more of the following:
  - administrative guidance
  - command, control and communication guidance
  - commander’s intent/mission statement
  - execution guidelines including timings and phasing
  - situation update
- management of available resources
- orders appreciation process
- planning principles
- pre-deployment tasking must include one or more of the following:
  - arranging for transport of refrigerated items
  - arranging personal administration for deployment
  - attending briefings and orders
  - compiling freight and load documentation

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  - completing deployment documentation
  - confirming equipment serviceability and readiness
  - delivering briefings and orders
  - packing equipment for transport
  - preparing dangerous cargo for transport
- relevant administrative procedures
- relevant legislation, and operational policies and procedures
- risk management principles
- role and capabilities of other health care providers
- safe workplace practices as they relate to the operational environment
- structure, function and layout of deployed capability
- team leadership management principles
- time management strategies to set priorities.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations based on a range of operational situation from recent and historical experience to tailor tasking
- relevant and appropriate materials, tools, equipment, stores and personal protective equipment currently used in industry
- dependent personnel (team leaders and team members)
- relevant documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFPHL014 Investigate and control outbreak of disease

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to investigate and control disease outbreak as a member of the Australian Defence Force (ADF).

It includes gathering data and analysing that information to draw conclusions to classify the disease. It also includes identifying and determining control measures to prevent the re-occurrence of disease outbreak.

This unit applies to personnel working in ADF preventive health. This function may be performed in collaboration with other health service personnel and may be initiated and led by a medical officer.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently and perform complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Preventive Health

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Gather data in support of the investigation	**1.1** Gain consent for investigation from relevant personnel within affected organisation and inform them of the investigation process
	1.2 Determine and address factors affecting scope, risks and complexity of investigation to facilitate commencement of investigation activities
	1.3 Task and guide personnel assisting with the investigation to enable them to assist independently
	1.4 Analyse data gathered and confirm disease outbreak by comparison of reported cases with the usual incidence of cases experienced
	1.5 Obtain a presumptive diagnosis from medical officer to focus investigation effort where feasible
	1.6 Instigate initial control measures to limit the spread of disease and to provide early treatment to those displaying symptoms of disease, in accordance with operational procedures
	1.7 Conduct interviews with affected and non-affected personnel to identify common factors in disease outbreak including potential disease source/s
	1.8 Conduct on-site inspections of areas found to be common to those affected by the disease to gather site information to assist with the identification of disease source/s, in accordance with organisational procedures
	1.9 Analyse and assess risk from site inspection and make appropriate recommendations to assist investigation
2 Analyse data to classify the path of disease	**2.1** Collate data from relevant sources to enable comparison and analysis in accordance with organisational procedures
	2.2 Assess disease characteristics and risk factors to determine disease route and likely targets
	2.3 Determine disease attack rate to establish cumulative incidence rate of disease over the period of the outbreak
	2.4 Develop an endemic curve diagram to show the spread

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		of infection over time and to identify the likely incidents of exposure to the disease
	2.5	Identify risk factors using infection attack rate data and likely incidence of exposure
	2.6	Gather additional data based on identified risk factors and integrated into analysis
	2.7	Classify the disease source, route and target by comparing information gathered during on-site inspection with analysis findings
	2.8	Document and communicate the findings from the analysis to relevant personnel to enable appropriate notification to occur and to inform the development of disease control measures
3 Determine and implement disease control measures	**3.1**	Review compliance factors to identify systemic issues that may have contributed to the disease and which require corrective action
	3.2	Determine clean up procedures to allow facilities and/or environment connected with disease source to return to normal activity as soon as possible
	3.3	Determine disease control measures to provide immediate and long term control of disease in accordance with organisational procedures
	3.4	Determine monitoring procedures to confirm compliance with initial clean up and disease control measures
	3.5	Compile investigation findings and disease control measures into a disease outbreak report and issue to relevant personnel for review and implementation
	3.6	Debrief stakeholders on disease outbreak to clarify investigation outcomes and provide lessons learned, in accordance with organisational procedures
	3.7	Integrate disease control measures into wider environmental health support plan to apply lessons learnt for other operating areas and groups

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of

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competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFPH014A Investigate and control outbreak of disease.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFPHL014 Investigate and control outbreak of disease

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least two separate investigation scenarios and include:

- administering questionnaires to gather information about common factors in the outbreak of disease
- applying relevant legislation, and organisational policies and procedures
- classifying the path of disease using calculated attack rates, endemic curve diagrams and assessed risk factors as the basis for analysis
- communicating clearly and concisely
- communicating professionally with members of the organisation and health services
- conducting disease investigational activities
- determining control measures applicable to the disease
- establishing and maintaining cooperative working relationships with those contacted in the course of work
- establishing and maintaining relevant administrative procedures
- gathering data using a minimum of three data collection methods
- interpreting the significance of medical, health and other data obtained from a variety of sources
- interviewing cases to determine demographic, medically relevant information and risk factor data
- leading, planning, assigning and reviewing the work of personnel assisting with the investigation
- maintaining confidentiality
- prioritising tasking.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- aetiology of infectious diseases including:
  - microbiology

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- biological, ecologic and social factors that promote the spread of a disease
- chronic and communicable diseases including:
  - bioterrorism agents and their transmission
  - prevention
  - control methods
- common factors in the outbreak of disease
- control measures for disease transmission including:
  - initial control measures to limit the spread of disease
- current disease surveillance methods
- epidemiologic investigative principles, practices and procedures
- epidemiology of disease including:
  - calculating disease attack rate (biostatistical measure of frequency)
  - incidence rate of disease
  - population risk factors
- factors affecting the complexity of the disease investigation
- food safety standards including:
  - food storage and distribution standards
  - hazard analysis and critical control points (HACCP) approach to food control
- monitoring procedures
- planning and control systems
- relevant documentation processes
- relevant legislation, and organisational policies and procedures
- risk management principles and disease risk factors
- role and capabilities of other health care providers including environmental health team
- water quality assurance measures.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations of disease outbreak with

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all supporting information
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry required to perform measurement, testing and on-site inspection
- relevant documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFPOL001 Apply the values and principles of Defence police

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to carry out policing operations within a Defence environment.

It includes exhibiting ethical standards and dealing with ethical problems.

Persons undertaking this unit must possess and be able to apply a sound understanding of Defence and individual service ethics, values and principles. The ethical framework is particularly important under operational conditions where normal social values and norms can become clouded and obscured by operational priorities. The effectiveness of persons working in this field will be determined, in large, by their application and adherence to the ethical framework, principles and values under which they operate.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

In this situation, the person must be capable of displaying sound judgement in circumstances where professional and ethical ambiguities arise, or when there are conflicts of interest (such as the interests of service police, unit, service and/or wider community).

This work is normally undertaken while working with an associate, but also includes the ability to work individually and independently when carrying out policing operations.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

DEFGEN006 Work with equity and diversity

Competency Field

Defence Policing

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Exhibit ethical standards	**1.1** Apply compliance operations in accordance with individual service and wider Defence ethics, standards, organisational policy and guidelines
	1.2 Provide verbal and written advice and reports containing information that is impartial, substantiated, accurate and complete
	1.3 Use resources in accordance with Defence ethics, standards, organisational policy and guidelines
	1.4 Identify, address and document conflicts in accordance with organisational procedures
	1.5 Establish and maintain relationships with public and private organisations in accordance with ethics, standards, and guidelines
	1.6 Provide information on Defence ethical standards and values to suppliers and providers, as required
2 Deal with ethical problems	**2.1** Resolve or refer situations that pose ethical problems in accordance with Defence and individual service guidelines
	2.2 Record decision-making processes used to resolve ethical problems in accordance with Defence and individual service procedures
	2.3 Access and apply Defence and individual service policies on the prevention and reporting of unethical conduct

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work

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environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFPO001B Apply the values and principles of Defence police.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFPOL001 Apply the values and principles of Defence police

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria with at least two ethical problems should be posed requiring a response or action that can be assessed and include:

- adjusting communication methods to suit relevant stakeholders
- applying objectivity/impartiality of judgement when dealing with ethical issues
- applying processes correctly for resolving or referring ethical problems, including conflict of interest
- dealing correctly with ethical problems, unethical conduct and conflicts of interest
- encouraging team members
- evaluating and assessing conflicting requirements
- exhibiting ethical standards and behaviours
- following instructions and directives
- identifying unethical conduct and conflicts of interest
- identifying, interpreting and analysing requirements relevant to values and principles of Defence police
- making ethical decisions
- participating as part of a team
- reading and applying relevant legislation, regulatory standards, and organisation plans, policies and procedures
- reading complex and formal documents such as codes of ethics and applying them to work practices.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- Defence and individual service codes of ethics
- ethical problems that may need to be referred to a relevant authority rather than resolved
- fundamental ethical principles such as justice, respect for persons and responsible care
- models of ethical decisionmaking
- natural justice/procedural fairness

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- nature of ethics and ethical values
- organisational policies and procedures for reporting fraud, corruption, mal-administration, breeches of ethics and conflicts of interest
- relevant principles, standards, and organisational policy and guidelines
- resolving ethical problems must include one or more of the following:
  - accessing relevant industry standards and other information
  - withdrawing from a situation
  - using models of ethical decision-making
  - reflection, discussion, seeking clarification from others
  - reporting breaches of ethical conduct
- techniques for supporting team members
- unethical conduct
- verbal and non-verbal communication techniques.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including organisational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFPOL002 Conduct battlefield circulation and control operations

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to conduct a range of battlefield circulation control tasks that relate to the physical monitoring and controlling of traffic within an area of operations under a variety of environmental conditions.

It includes conducting battlefield circulation and control operations to collect information on traffic control matters and providing verbal and/or written advice to assist planners in the development of a traffic control plan.

Route reconnaissance includes identifying and clarifying required driving conditions, and undertaken by map reconnaissance and/or through physical route clearance.

This unit will involve persons operating from a staffed police post as a member of a team, but also operating individually and independently. Persons may be directly responsible for complex tasks such as establishing, maintaining and recovering signage on the route and may direct and control traffic as a ‘pointsman’ at critical points, and if required, implement contingency plans to divert traffic. These tasks may be undertaken in familiar or unfamiliar contexts.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

POLGEN019 Operate safely within a policing environment

PUAOPE013A Operate communications systems and equipment

PUAOPE014A Navigate to an incident

Competency Field

Defence Policing

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Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Conduct a reconnaissance of a route	**1.1** Conduct map reconnaissance of a route linking a number of points to identify potential hazards that may impact on the free flow of traffic along that route
	1.2 Undertake route reconnaissance to identify, confirm or obtain more information on potential hazards that may impact on the free flow of traffic along that route
	1.3 Provide verbal and/or written report on the findings of the reconnaissance to appropriate personnel, as directed
2 Control movement along a route	**2.1** Obtain and interpret maps, overlays, reconnaissance reports, traffic control plans, movement instructions and movement plans, as required, to determine road movement information, identify traffic control tasks and identify the requirement for sign posting routes
	2.2 Prepare and implement traffic control plan including contingency actions, as required, in accordance with organisational orders and instructions
	2.3 Prepare, position, maintain and recover sign posting along a route in accordance with traffic control plan
	2.4 Control traffic using a range of specialist equipment and in accordance with organisational procedures
	2.5 Conduct speed checks, as required, in accordance with traffic control plan
	2.6 Communicate and liaise with external agencies and traffic authorities to ensure full details of the operation are available
3 Operate a police post	**3.1** Site and establish police post in accordance with traffic control plan and operational directives

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3.2 Provide movement guidance and road traffic advice to authorised persons in accordance with traffic control plan

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFPO002B Conduct battlefield circulation and control operations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFPOL002 Conduct battlefield circulation and control operations

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant legislation, regulatory standards and organisational policies and procedures
- conducting a reconnaissance of a route
- controlling movement along a route
- following instructions/directives and reporting relevant information
- identifying, interpreting and analysing requirements relevant to battlefield circulation and control operations
- navigating and map reading
- operating a police post
- participating as a team member
- performing police post duties as an individual and in a collective environment
- recording information
- using speed measuring equipment
- using traffic control signals
- writing up traffic control plan including diagrams and tables.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- camouflage and countersurveillance of police posts
- map reading and navigation
- operation of speed measuring equipment
- oral and written communication techniques
- police post tasks
- potential hazards relevant to battlefield circulation and control operations
- relevant legislation, regulatory standards and organisational policies and procedures
- road and traffic hazards and traffic control measures
- route reconnaissance
- sign posting a route

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- siting and layout of a police post
- specialist equipment suitable for conducting battlefield circulation and control operations
- team structures and roles and responsibilities of team members
- team work principles and strategies
- traffic control, traffic control tasks and traffic control movement plans
- written and verbal reconnaissance reports.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in suitable workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment, post kits and personal protective equipment currently used in industry
- vehicles and drivers
- a designated area where operations can be undertaken by day and night, in urban and field environments, in all types of weather and terrain, and under a variety of tactical conditions or in a simulated operational environment reflecting these conditions
- applicable documentation including organisational procedures, regulations, codes of practice and operation manuals.

Assessment must confirm the ability to effectively control traffic by ensuring that, as far as possible, all movement of personnel, vehicles and equipment is carried out in accordance with orders and instructions, movement orders and traffic control plans. This includes taking contingency actions and manually directing traffic at a convergence or choke point. Appropriate advice must also be provided on traffic flows, hazards, accidents and other delays so higher headquarters is kept informed of changes in the overall situation.

Assessment must also confirm the ability to use initiative in clearing obstructions and delays by diverting traffic around obstacles and other impediments.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFPOL003 Participate in population protection and control

Confidential Content

Confidential - content not available

Assessment Requirements for DEFPOL003 Participate in population protection and control

Confidential Content

Confidential - content not available

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DEFPSY001 Assist in the conduct of a psycho-social selection activity

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to assist in a psychosocial selection activity within the Australian Defence Force.

It includes preparing for and supporting a selection activity, and performing postselection activity administration.

This unit applies to military personnel required to prepare and assist in Defence specialist psychosocial selection activities, and to complete post-activity administration

This unit applies to persons working as psychologists in Defence but may be applicable to anyone in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work in a broad range of contexts under limited supervision and perform a broad range of tasks.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Psychological Support

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Prepare for selection activity	**1.1** Compile relevant psychosocial selection administrative documents
	1.2 Confirm bookings for facilities and other support arrangements
	1.3 Test selection activity equipment in accordance with administrative instruction
2 Support a selection activity	**2.1** Provide assistance to psychosocial selection activity exercises, as required
	2.2 Facilitate written or oral activities in accordance with activity requirements
	2.3 Monitor activity participants for safe behaviour during practical activities
	2.4 Provide advice to selection personnel about the conduct of the activity
	2.5 Provide feedback to psychologists on participant behaviour/demeanour
	2.6 Score psychosocial selection activities accurately
3 Perform post-selection activity administration	**3.1** Retrieve and store psychology documents in accordance with operational procedures
	3.2 Report selection activity outcomes to relevant stakeholders
	3.3 Undertake appropriate disposal of used scoring instruments in accordance with operational procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFPS001 Assist in the conduct of a psycho-social selection activity.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFPSY001 Assist in the conduct of a psycho-social selection activity

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant organisational policies and procedures
- communicating technical testing procedures to individuals or groups
- completing and reporting activity outcomes accurately, in accordance with relevant instructions
- coordinating testing groups efficiently and effectively
- facilitating selection activities in accordance with relevant instructions
- identifying an unsafe situation and taking immediate steps to maintain safety
- identifying psychosocial activity hazards, assessing risks and implementing control measures
- scoring activities accurately
- setting-up appropriate task equipment according to a specific layout
- solving problems.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- administrative support requirements
- equipment and material requirements, including manufacturer specifications and instructions
- legislative requirements relating to collection, storage, disposal and release of psychological information
- privacy principles
- psychosocial behavioural norms relating to friendship, leadership, stress, hostility
- relevant organisational policies and procedures, including work/occupational health and safety (WHS) procedures
- reporting requirements relating to observed behaviour
- role of personnel participating in a selection activity
- scoring procedures for observation activities
- selection activity specifications and support requirements
- types of psychosocial selection activities.

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Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and psychological documents currently used in Defence
- relevant documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFPSY002 Conduct a mental health screening interview

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to conduct a mental health screening interview in the Australian Defence Force.

It includes preparing and conducting a mental health screening interview, and completing all post-screen administration.

This unit applies to persons working as psychologists in the Defence but may be applicable to anyone in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work in a broad range of contexts under limited supervision and perform a broad range of tasks.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Psychological Support

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Prepare for a mental health screening interview**	**1.1**	Obtain and prepare documents in accordance with administrative procedures
		1.2	Prepare a verbal brief for clients in accordance with activity requirements
		1.3	Conduct psychological screening questionnaire with client and accurately score
		1.4	Review psychological record prior to screening interview
2	**Conduct a mental health screening interview**	**2.1**	Use screening interview tool as a guide and record client responses in accordance with activity requirements
		2.2	Use appropriate techniques to encourage an honest exchange of information
		2.3	Apply relevant principles to establish an environment of trust and mutual respect
		2.4	Use effective communication techniques to constructively handle negative responses
		2.5	Observe and note client behaviour for further exploration
		2.6	Use questioning techniques to determine moods, emotions and areas of client concern
		2.7	Record key issues and client concerns in accordance with activity requirements
		2.8	Respond to clients in crisis, in accordance with operational procedures
		2.9	Discuss considered referral options and screening outcomes with client
		2.10	Discuss education and support options with client
		2.11	Conduct interview appropriately, demonstrating sincerity, courtesy and friendliness, in accordance with operational procedures
3	**Perform post-selection activity administration**	**3.1**	Gather and store psychology documents in accordance with organisational procedures

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3.2 Report selection activity outcomes to relevant stakeholders, as required

3.3 Undertake appropriate disposal of used scoring instruments in accordance with operational procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFPS002 Conduct a mental health screening interview.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFPSY002 Conduct a mental health screening interview

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant organisational policies and procedures
- communicating technical testing procedures to individuals or groups
- completing and reporting activity outcomes accurately in accordance with relevant instructions
- coordinating testing groups efficiently and effectively
- gathering appropriate information for referral action and implementing the outcomes of a psychological screen
- identifying an unsafe situation and taking immediate steps to maintain safety
- setting-up task equipment according to a specific layout
- solving problems.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- administrative support requirements
- equipment and material requirements
- ethical considerations in psychological testing
- legislative requirements relating to collection, storage, disposal and release of psychological information
- principles to establish an environment of trust and mutual respect
- privacy principles
- psychosocial behavioural norms relating to friendship, leadership, stress, hostility
- relevant organisational policies and procedures
- relevant work health and safety/occupational health and safety considerations and organisational procedures in the workplace
- problemsolving strategies
- reporting requirements relating to observed behaviour
- role of personnel participating in a selection activity

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- scoring procedures for observation activities including calculation of peer assessment ratings, ranking of totals and rating scales
- selection activity specifications and support requirements
- types of psychosocial selection activities.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations that include a suitable environment for screening interview
- relevant and appropriate materials, screening interview tools, equipment and psychological documents currently used in Defence
- applicable documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFPSY003 Conduct a psychometric testing activity

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to conduct a psychometric testing activity.

It includes planning and performing psychological testing activities, and completing psychological administrative procedures.

This unit applies to persons working as psychologists in the Australian Defence Organisation but it could apply to anyone in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work in a broad range of contexts under limited supervision and perform a broad range of tasks.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Psychological Support

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Plan and prepare for psychological testing**	**1.1**	Identify the purpose for psychological testing
		1.2	Obtain and prepare reference documents for testing procedures
		1.3	Review previous psychological testing to confirm test criteria to be applied
		1.4	Identify appropriate psychometric tests
		1.5	Prepare test venue
		1.6	Access and prepare testing material and equipment
		1.7	Prepare electronic psychology records and testing systems
2	**Perform psychological testing procedures**	**2.1**	Administer psychological tests
		2.2	Deal with personnel or equipment interruptions during testing
		2.3	Complete psychological assessments accurately, in accordance with activity requirements
		2.4	Apply normative data to testing scores in accordance with operational requirements
		2.5	Record test results and normative data to meet psychological test requirements
		2.6	Provide feedback to psychologists on participant behaviour/demeanour
		2.7	Undertake accurate scoring of selection activities without error or omission
		2.8	Provide feedback to supervisor about potential inefficiencies and weaknesses in testing procedures
3	**Carry out psychological administrative procedures**	**3.1**	Prepare psychology documents in accordance with operational procedures
		3.2	Accurately report assessment outcomes to identified personnel
		3.3	Undertake appropriate disposal of test materials in

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accordance with operational procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFPS003 Conduct a psychometric testing activity.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFPSY003 Conduct a psychometric testing activity

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- administering psychometric tests in accordance with relevant instructions
- applying relevant legislation, and organisational policies and procedures
- communicating technical testing procedures to individuals or groups
- completing psychometric test documentation accurately
- coordinating testing groups efficiently and effectively
- identifying an unsafe situation and take immediate steps to maintain safety
- scoring psychometric test accurately
- setting-up relevant equipment according to a specific layout and standards

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- administrative support requirements
- equipment and material requirements
- ethical and privacy considerations in psychological testing
- legislative requirements relating to collection, storage, disposal and release of psychological information
- principles to establish an environment of trust and mutual respect
- psychosocial behavioural norms relating to friendship, leadership, stress, hostility
- psychometric test/s which must include at least one of the following:
  - aptitude tests
  - personality tests
- relevant legislation, and organisational policies and procedures, including work health and safety (WHS)/occupational health and safety (OHS)
- reporting requirements relating to observed behaviour
- role of personnel participating in a selection activity
- scoring procedures for observation activities
- selection activity specifications and support requirements

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- types of psychosocial selection activities.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate test materials, tools, equipment and psychological documents currently used in Defence
- relevant documentation including operational procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFRNG001 Provide technical advice on ranges and training areas

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFRM101B Provide technical advice on ranges and training areas. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Elements 2 and 3 reworded • All PC in elements 2 and 3 revised

Application

This unit describes the skills required to provide technical advice related to ranges and training areas.

This unit was developed for Defence personnel who work in range management and range control but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under indirect supervision while performing complex tasks, in a small range of familiar contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Range

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify and analyse the issue(s)	1.1 Observe, receive and clarify the circumstances that require the provision of advice. 1.2 Identify and confirm issues via consultation with relevant personnel. 1.3 Analyse the circumstances and interpret the issues. 1.4 Conduct research related to the issues and clarify unclear findings with relevant personnel.
2. Formulate options	2.1 Identify and evaluate options related to the provision of advice. 2.2 Prioritise options and select the preferred option.
3. Provide advice	3.1 Formulate advice and discuss with stakeholders. 3.2 Negotiate, incorporate and document stakeholder requirements within the proposed advice. 3.3 Provide concluding advice within the specified time and budget.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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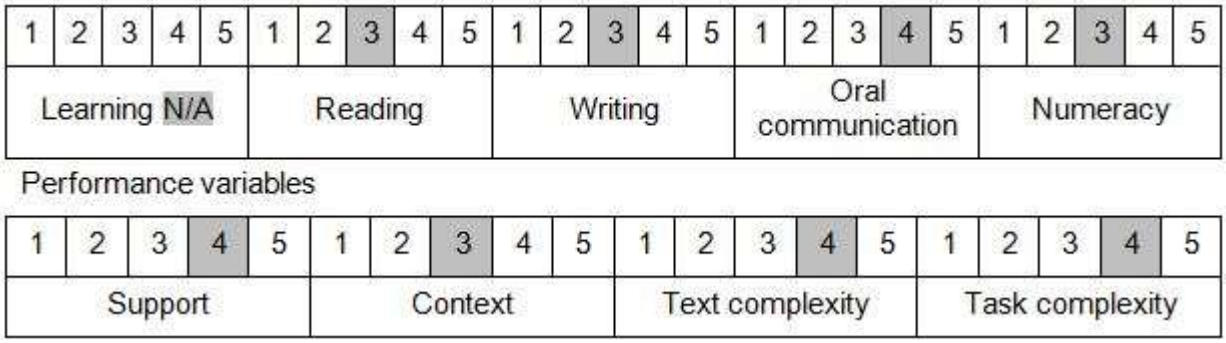
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFRM101B Provide technical advice on ranges and training areas.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFRNG001 Provide technical advice on ranges and training areas

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing and evaluating information
- liaising with stakeholders
- preparing and presenting reports
- providing and receiving feedback in a constructive manner
- reviewing literature
- identifying the issues surrounding the provision of advice
- conducting research

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- analysis process
- code of behaviour
- relevant policies and procedures in relation to duty of care, ethical standards, range standing orders and all other organisational requirements.
- information sources
- research techniques
- verbal communication techniques
- written communication to a level required in the preparation of letters and reports

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFRNG002 Develop and maintain range standing orders

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFRM201B Develop and maintain range standing orders. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.1 and 1.2 merged • PC 1.4 removed • PC 2.3 and 2.4 merged

Application

This unit describes the skills required to develop and maintain Range Standing Orders. It includes the requirement to identify information sources, apply technical knowledge, draft the standing orders, incorporate comments and finalise the development by distributing the final draft.

This unit was developed for Defence personnel who work in range management and range control but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under indirect supervision, while performing complex tasks, in a small range of familiar contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Range

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify range systems and procedures	1.1 Identify and obtain sources of information relevant to the range. 1.2 Review and document currency of information. 1.3 Assess range systems and procedures against reviewed information.
2. Prepare Range Standing Orders	2.1 Identify and apply relevant legislation, regulation and Defence policies, safety traces and training objectives to the Range Standing Orders. 2.2 Draft Range Standing Orders using in the prescribed format. 2.3 Distribute draft for comment to relevant personnel. 2.4 Receive, analyse, review and incorporate comments into the draft. 2.5 Prepare final draft and distribute to relevant personnel.
3. Review Range Standing Orders	3.1 Review Range Standing Orders and identify and prepare changes. 3.2 Incorporate amendments to Range Standing Orders and distribute to relevant personnel.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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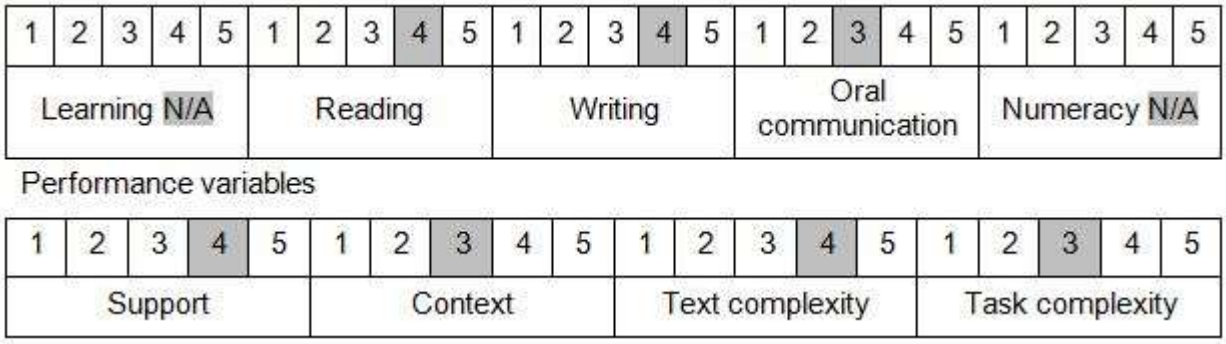
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFRM201B Develop and maintain range standing orders.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFRNG002 Develop and maintain range standing orders

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing and interpreting relevant legislation, regulations and policies
- applying environmental constraints
- applying safety traces relevant to a range
- applying service writing conventions
- interpreting and applying technical information
- reading and writing to a level required to interpret relevant legislation, regulations and Defence policy
- identifying policies, legislation and regulations that are relevant to ranges

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- ammunition danger area templates
- relevant policies and procedures in relation to duty of care, ethical standards, range standing orders and all other organisational requirements.
- composition of teams and roles and responsibility of team members
- conventions of service writing
- environmental aspects of range management
- range danger area traces

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- range practices
- safety traces
- techniques for giving and receiving feedback in a constructive manner
- training objectives and activities
- weapons/systems characteristics

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFRNG003 Approve training area and range activities

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFRM202B Approve training area and range activities. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to analyse proposed range and training area activities, including the management of a booking system, reading and interpreting traces and templates and promulgating activities.

This unit was developed for Defence personnel who work in range management and range control but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, or as part of a team, under indirect supervision, while performing routine tasks, in a variety of different contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Range

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Conduct booking/ confirmation of conferences	1.1 Promulgate and organise booking the conferences in accordance with Range Standing Orders. 1.2 Identify and resolve booking conflicts. 1.3 Process supplementary bids in accordance with Range Standing Orders.
2. Confirm range instructions conform to Range Standing Orders	2.1 Confirm the authority for weapons and ammunition to be fired on the requested range. 2.2 Conduct gross error checks on traces and templates. 2.3 Confirm contingency plans and safety requirements.
3. Ensure activities are safe and deconflicted	3.1 Identify and resolve conflict between separate activities on the range. 3.2 Coordinate activity phases to ensure there is no conflict between phases. 3.3 Appoint a Director of Practice where more than one activity is being conducted concurrently on the range.
4. Brief stakeholders	4.1 Brief stakeholders on training area and range activities in accordance with Range Standing Orders. 4.2 Raise and forward notifications in accordance with Range Standing Orders as required.
5. Approve and record use of training area and/or activity	5.1 Sign authorised traces and templates in accordance with Range Standing Orders. 5.2 Notify applicant units and authorities in accordance with Range Standing Orders. 5.3 Record activities in accordance with Range Standing Orders.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFRM202B Approve training area and range activities.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFRNG003 Approve training area and range activities

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting briefings
- liaising and negotiating
- exercising tact and judgement in a command and control environment
- interpreting and applying technical information
- checking safety traces and danger area templates

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- ammunition danger area templates
- composition of teams and roles and responsibility of team members
- negotiation techniques
- range danger area traces
- range practices
- relevant policies, publications, legislation and regulation
- teamwork principles and strategies
- training objectives and activities
- weapons/systems characteristics

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFRNG004 Monitor and control training area and range activities

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFRM204B Monitor and control training area and range activities. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 2.2, 3.4 and 4.2 revised • PC 3.1 and 3.2 removed

Application

This unit describes the skills required to monitor activities on the range and training area and to control access and activities where coordination and compliance are required.

This unit was developed for Defence personnel who work in range management and range control but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under indirect supervision, while performing complex tasks, in a range of familiar and unfamiliar contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Range

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan and prepare for monitoring training area/range activities	1.1 Plan visits to range and training area activities in accordance with Range Standing Orders and activity schedules. 1.2 Identify and obtain relevant instructions in accordance with Range Standing Orders. 1.3 Clarify and agree purpose and outcomes of visit and in accordance with Range Standing Orders. 1.4 Establish clearances and access to activities in accordance with Range Standing Orders.
2. Evaluate compliance of training area/range activities	2.1 Monitor training area in accordance with Range Standing Orders and relevant instructions. 2.2 Monitor and comply with relevant policies and instructions for training activity. 2.3 Monitor contractor activities in accordance with Range Standing Orders and relevant controls.
3. Control training area/range activities	3.3 Resolve coordination issues through direct contact and discussions. 3.4 Control access and exit to training area. 3.5 Establish coordination and compliance between users and landholders on non-Defence property.
4. Report on training area/range activities	4.1 Raise post-exercise reports in accordance with Range Standing Orders and relevant instructions. 4.2 Disseminate non-compliance reports to relevant authorities in accordance with Range Standing Orders and relevant contracts.

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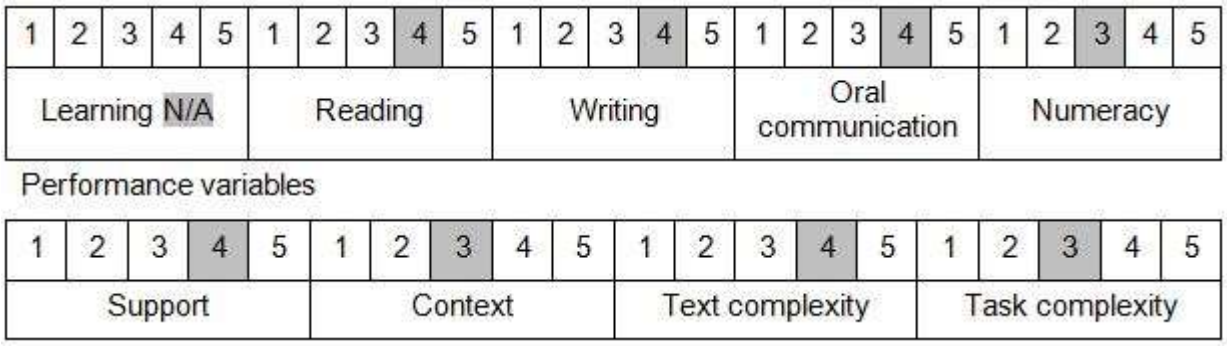
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFRM204B Monitor and control training area and range activities.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFRNG004 Monitor and control training area and range activities

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing, interpreting and applying range and other instructions and policy
- accessing, interpreting and applying Range Standing Orders
- following instructions/directives and reporting information
- reading technical specifications, maps and diagrams
- retaining and applying information from briefings
- evaluating compliance of training area and range activities
- controlling training area and range activities

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- composition of teams and roles and responsibility of team members
- environmental instructions and policy
- exercise instructions
- post-activity reports
- range clearance certificates
- range instructions
- range practice manuals
- Range Standing Orders

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- standing operating instructions

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFRNG005 Manage emergency operations

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFRM205B Manage emergency operations. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC added in element 1 • PC 3.1 revised • PC 3.2 and 3.3 merged • PC 5.1 and 5.2 merged and revised

Application

This unit describes the skills required to plan, prepare and manage emergency operations in a training area or a range.

This unit was developed for Defence personnel who work in range management and range control but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under direct and indirect supervision, while performing specific tasks, in mostly unpredictable contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Range

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for operations	1.1 Obtain operational information to conduct an accurate assessment of the problem. 1.2 Identify hazards. 1.3 Activate operational plans.
2. Manage an operations centre	2.1 Allocate operations centre tasks and conduct briefings. 2.2 Activate and maintain internal and external liaison networks. 2.3 Supervise operations centre staff. 2.4 Manage physical and financial resources.
3. Manage operational information	3.1 Organise operation centre staff to collect and collate information. 3.2 Manage information flow, analyse information and update plans. 3.3 Raise and distribute regular situation reports. 3.4 Establish radio and allied communication nets. 3.5 Implement and maintain message and information management systems to provide accurate operational records.
4. Make operational decisions	4.1 Identify the extent of the operational area. 4.2 Identify, assess and implement operational strategies in accordance with local emergency management arrangements and standard operating procedures. 4.3 Identify and prioritise hazards to ensure that the response is appropriate to the type and scale of the event. 4.4 Terminate the operation.
5. Manage post operation activities	5.1 Conduct post-operation debriefing and prepare operation reports. 5.2 Review training and operational planning to enhance future operations.

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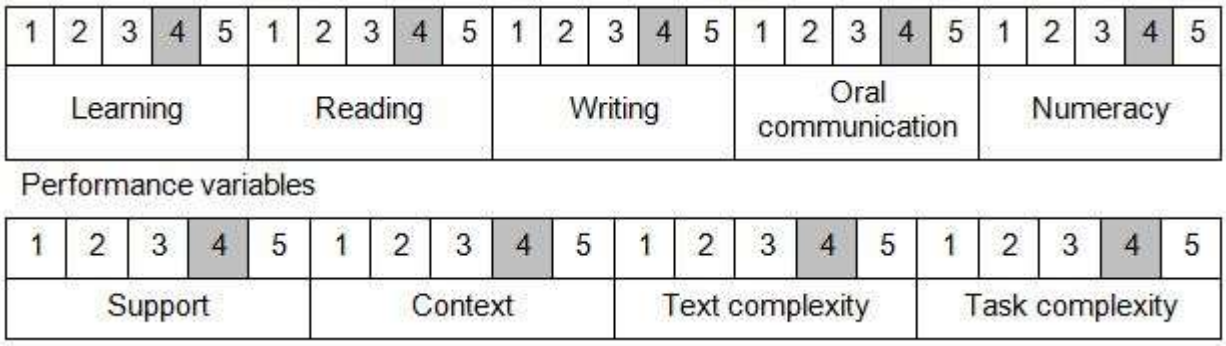
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFRM205B Manage emergency operations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFRNG005 Manage emergency operations

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting regular briefings and debriefings
- establishing an improvised operations centre
- establishing an operational plan and adapting the plan as circumstances change
- identifying operational areas of concern
- managing communications within and between teams and organisations
- planning for emergency response, including the setting up of appropriate control and coordination structures
- raising regular situation reports
- reading and understanding organisations policies and procedures

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- communication equipment and systems
- composition of teams and roles and responsibilities of team members
- emergency plans
- local alert and warning systems
- local documentation requirements
- local operating procedures

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- local operational briefing and debriefing procedures
- locally available resources, their capabilities and access to them
- nature of local hazards and plans, including effects on the provision of communications
- principles of risk management
- relevant WHS and regulatory requirements
- team work principles and strategies
- written communication to a level required to complete workplace documentation and reports

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFRNG006 Conduct range inspections

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFRM206B Conduct range inspections. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 2.1 revised • PC 2.2 and 3.4 removed • PC 2.3 and 3.4 merged

Application

This unit describes the skills required to plan, prepare, conduct and follow up on a range inspection. It includes the requirement to ensure the safety of the range and to identify those aspects that may inhibit or jeopardise the safety of the range including maintenance requirements.

This unit was developed for Defence personnel who work in range management and range control but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under indirect supervision, while performing routine tasks, in a small range of familiar contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Range

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare to conduct range inspection	1.1 Establish and confirm statutory requirements relevant to the range and purpose of the inspection with relevant personnel. 1.2 Obtain clearances for training area and range access. 1.3 Identify and acquire resources required for inspection. 1.4 Conduct inspection of research on the range. 1.5 Establish detailed plans for the inspection.
2. Conduct range inspection	2.1 Conduct range inspections. 2.2 Record observations and apply immediate action when appropriate. 2.3 Establish and maintain relationships with range staff.
3. Report on range inspection	3.1 Complete post inspection reports and briefs. 3.2 Report safety issues related to equipment and infrastructure maintenance and/or works requirements and follow-up. 3.3 Certify the safety of the range in accordance with statutory requirements. 3.4 Maintain inspection records and databases.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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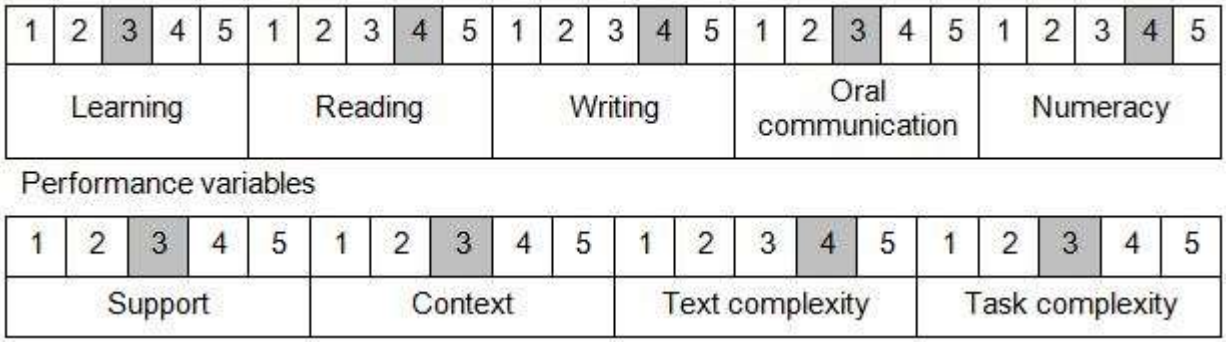
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFRM206B Conduct range inspections.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFRNG006 Conduct range inspections

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying environmental issues relevant to the training area
- exercising judgement in relation to range safety
- interpreting and applying range safety requirements
- interpreting range specifications and construction requirements
- interpreting range user requirements
- interpreting weapon and ammunition specifications and effects
- operating digital cameras and process images
- operating geographical information systems
- operating range communication facilities
- operating specialist measuring instruments
- performing elementary surveying tasks
- planning and preparing the conduct of the range inspection
- researching the range
- inspecting the range
- preparing and presenting relevant inspection reports

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

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- application of ammunition danger area traces and templates
- communications
- composition of teams and roles and responsibility of team members
- elementary surveying
- environmental issues relevant to the range
- geographical information systems
- map reading
- navigation techniques
- photography
- planning processes
- principles of teamwork and team aims and objectives
- range safety requirements
- range specifications and construction
- range user requirements for all services
- reporting requirements
- trigonometry
- weapon and ammunition specifications and effects

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFRNG007 Conduct training area inspections

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFRM207B Conduct training area inspections. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 3.5 removed

Application

This unit describes the skills required to conduct a formal inspection of a training area. It includes the planning, preparation, conduct and follow up action.

This unit was developed for Defence personnel who work in range management and range control but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under direct and indirect supervision, while performing complex tasks, in a small range of familiar contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Range

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare to conduct training area/range inspection	1.1 Establish and confirm statutory requirements relevant to the range, training area and purpose of the inspection with relevant personnel. 1.2 Conduct briefings for users, staff and contractors. 1.3 Obtain clearances for training area access. 1.4 Identify and acquire resources required for inspection.
2. Conduct training area/range inspection	2.1 Undertake inspections in accordance with Range Standing Orders and instructions. 2.2 Apply safety precautions in accordance with Range Standing Orders, instructions and legislation/regulation. 2.3 Apply immediate appropriate action where conditions warranting such action are observed or encountered. 2.4 Check, record and report equipment and infrastructure serviceability according to Range Standing Orders, instructions, manuals and standards.
3. Report on training area/range inspection	3.1 Complete post inspection reports and briefs according to relevant standing orders, instructions and regulation. 3.2 Complete training area contamination records, reports and briefs. 3.3 Initiate equipment and infrastructure maintenance and/or refurbishment. 3.4 Provide briefs to users and other agencies and contractors on serviceability of equipment and infrastructure.
4. Maintain training records	4.1 Complete inspection records. 4.2 Complete contamination plots, charts and records according to relevant standing orders, instructions, policy and procedures.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy N/A					

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFRM207B Conduct training area inspections.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFRNG007 Conduct training area inspections

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying environmental issues relevant to the training area
- conducting briefings
- liaising and negotiating
- exercising tact and judgement in a command and control environment
- identifying contaminants
- interpreting and applying training area safety requirements
- interpreting training area activities
- navigating by vehicle and on foot
- operating training area communication facilities
- reading and interpreting job instructions, workplace documentation and reports
- planning and preparing for the training area inspection
- identifying the purpose of the inspection
- initiating immediate action when required
- preparing and presenting relevant inspection reports

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- environmental issues relevant to the training area

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- map reading
- navigation techniques
- planning processes
- reporting requirements
- training area activities
- training area safety requirements

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFRNG008 Manage training area and range contamination

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFRM208B Manage training area and range contamination. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to locate, identify, isolate and establish safety parameters for contaminants and contamination on training areas and ranges.

This unit was developed for Defence personnel who work in range management and range control but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit work independently or as part of a team, under indirect supervision, while performing complex tasks, in a moderate range of familiar contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Range

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for the location and identification of contaminants	1.1 Analyse post activity reports and other incident or activity reports for probable contamination and its location. 1.2 Identify on maps probable location(s) of contaminant(s). 1.3 Identify and acquire resources for location/marking of the contaminant. 1.4 Establish plans for searches, confirmation and marking of contaminant.
2. Confirm locality and identity of contaminants	2.1 Conduct searches for contaminant. 2.2 Identify and mark contaminant on maps, charts and documentation.
3. Isolate and determine safety parameters and/or disposal or clearance action	3.1 Evaluate options and decisions on safety measures, exclusion zones and/or disposal or clearance and action. 3.2 Identify and establish contaminant exclusion zones. 3.3 Record contaminant(s) in relevant logs. 3.4 Prioritise action. 3.5 Arrange destruction/clearances.
4. Notify users and/or authorities of contaminants	4.1 Amend briefs for training area/range to reflect status of contaminant. 4.2 Prepare and issue warnings.
5. Monitor and review training area status	5.1 Negotiate revised activity plans and bookings. 5.2 Lift, remove or provide waiver restrictions.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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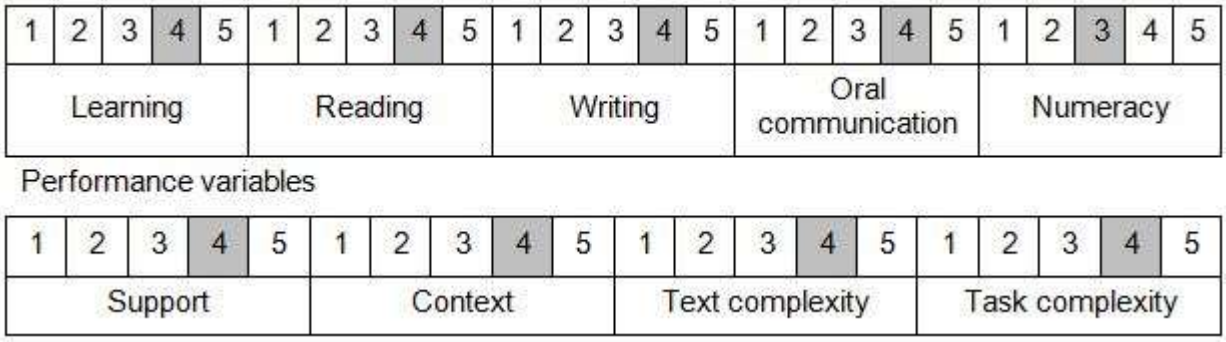
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFRM208B Manage training area and range contamination.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFRNG008 Manage training area and range contamination

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying the principles of duty of care
- conducting briefs
- locating and identifying contaminants
- interpreting and applying training area safety requirements
- interpreting training area activities
- operating training area communication facilities
- participating as a team member
- reading and interpreting job instructions, workplace documentation and reports
- researching and analysing
- monitoring and reviewing training area status

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- composition of teams and roles and responsibility of team members
- duty of care
- type, size and characteristics of explosive ordnance
- map reading
- navigation techniques

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- risk assessment processes
- risk management procedures
- search techniques
- techniques for supporting others /team members
- training area/range environment and terrain
- training area/range user practices

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFRNG009 Supervise contractors

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFRM209B Supervise contractors. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to supervise contractors working on a training area or a range. The focus of the monitoring role of range managers and range control officers, with contractors and contractor staff, is the continued safety and security of training area and range activities, infrastructure and facilities. They do not provide technical supervision or advice, but act as a local point of contact for works contracts and other professional/para-professional activities that may be carried out from time to time.

This unit was developed for Defence personnel who work in range management and range control but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under direct and indirect supervision, while performing complex tasks, in a small range of familiar contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Range

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan and prepare for the monitoring and supervision of contractors	1.1 Obtain, interpret and clarify monitoring requirements in the form of management information system reports, work orders and contracts before commencing. 1.2 Identify, access, interpret and apply policies and procedures for all relevant WHS standards, statutory requirements, Range Standing Orders and other instructions. 1.3 Identify and obtain the details of the contractual requirements. 1.4 Identify and confirm training area and range access requirements.
2. Monitor and supervise contractor activities	2.1 Assess current user activities and contractor requirements. 2.2 Prepare and deliver briefings. 2.3 Determine the activity priorities. 2.4 Monitor and/or conduct supervision of contractors. 2.5 Conduct corrective action in accordance with contractual requirements. 2.6 Conduct ongoing checks on the service/activity in accordance with directions from contract manager.
3. Complete monitoring and supervision records	3.1 Complete and maintain monitoring/supervision records. 3.2 Identify and report key information relevant to the contractor activity in accordance with the relevant contract requirements and Range Standing Orders.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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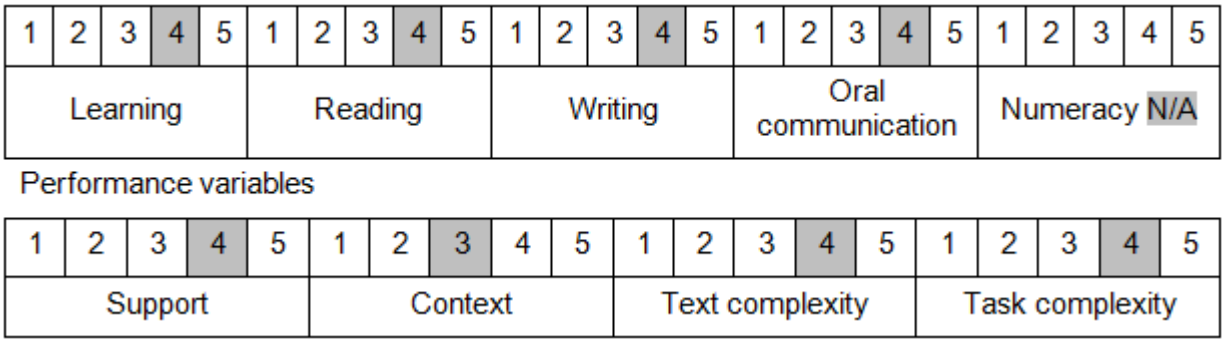
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFRM209B Supervise contractors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFRNG009 Supervise contractors

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- maintaining documentation
- reading, interpreting and applying contractual requirements, legislation, policies and procedures
- writing reports
- planning and preparing for supervision
- identifying and rectifying contractual non-compliance

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- details of the relevant Defence contract
- documentation requirements
- relevant legislation, policies and procedures
- supervisory processes

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFRNG010 Monitor and implement environmental plans and procedures

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFRM210B Monitor and implement environmental plans and procedures. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to develop, monitor and implement environmental plans and procedures.

This unit was developed for Defence personnel who work in range management and range control but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under indirect supervision, while performing complex tasks, in a range of familiar contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Range

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Relate environmental plans and procedures to specific areas	1.1 Identify and agree on environmental risks with relevant personnel. 1.2 Examine environmental plans and procedures for compliance. 1.3 Select appropriate environmental plans and procedures that related to the specific areas.
2. Implement environmental plans and procedures	2.1 Identify environmental risks and impacts. 2.2 Apply emergency procedures. 2.3 Conduct activities. 2.4 Establish and maintain participation and contribution.
3. Develop project/site environmental procedures	3.1 Establish and assess the need for specific area environmental procedures in consultation with stakeholders. 3.2 Develop specific area environmental procedures. 3.3 Review and amend specific area environmental procedures.
4. Manage environmental incidents	4.1 Identify and control environmental incidents. 4.2 Apply emergency procedures. 4.3 Record and report environmental incidents.
5. Monitor and report on the applications of environmental plans and procedures	5.1 Evaluate and report the results of applied environmental plans and procedures to relevant personnel. 5.2 Report environmental risks. 5.3 Maintain and adjust environmental management documentation and inform all stakeholders.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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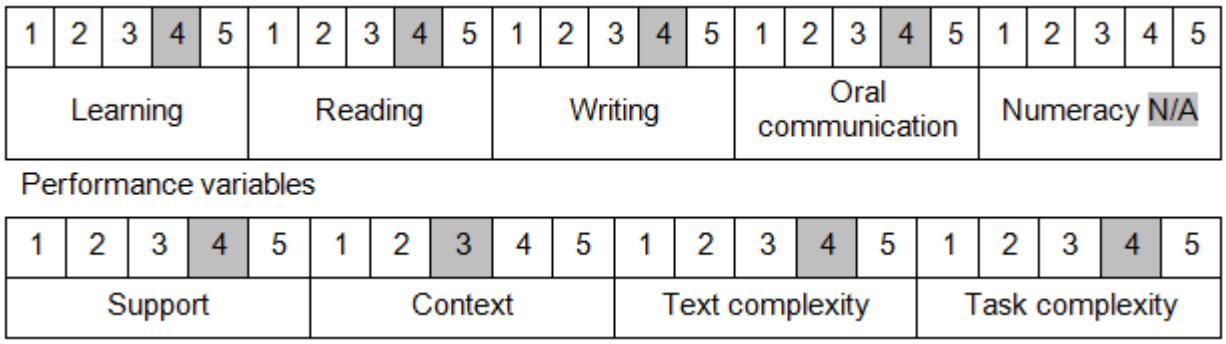
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFRM210B Monitor and implement environmental plans and procedures.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFRNG010 Monitor and implement environmental plans and procedures

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing, interpreting and applying relevant legislation and standard operating procedures
- applying control procedures to environmental risks and incidents
- applying environmental plans and procedures
- developing local area environmental procedures
- identifying environmental risk and impacts
- monitoring specific activities
- reporting and recording environmental procedures
- maintaining environmental management documentation

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- consultation procedures
- control procedures for environmental risks and incidents
- electronic or manual recording procedures
- endangered species and habitat protection
- environmental impact assessment
- environmental plans and procedures

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- identification of risks and impacts
- incident management procedures
- monitoring procedures
- potential environmental auditing
- principles of environmental protection
- rare and endangered plants
- relevant legislative requirements
- reporting procedures
- risk assessment procedures
- sedimentation and erosion control

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFRNG011 Site range complexes

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFRM211B Site range complexes. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to site range complexes as a member of a Range Siting Board. It includes the processes of siting individual ranges or a group of ranges as part of a range complex ensuring the efficient utilisation of land and the safety requirements related to the use of weapons and ammunition.

This unit was developed for Defence personnel who work in range management and range control but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team under indirect supervision, while performing complex tasks, in a range of familiar contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Range

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare to site range complexes	1.1 Confirm appointment to the Range Siting Board. 1.2 Identify and research range user requirement. 1.3 Identify and acquire resources required for the Range Siting Board. 1.4 Establish and maintain contact with other board members.
2. Site range complexes	2.1 Develop options to meet the user requirement in accordance with Range Siting Board requirements. 2.2 Undertake reconnaissance of proposed and alternate range site in accordance with Range Siting Board requirements. 2.3 Assess proposed and alternate sites. 2.4 Provide technical advice to guide Range Siting Board members in their considerations. 2.5 Select the best option in consultation with Range Siting Board members.
3. Finalise Range Siting Board reports	3.1 Produce range development and works proposals in accordance with the Range Siting Board terms of reference. 3.2 Adjust and finalise proposed range templates and traces. 3.3 Contribute to final report in accordance with Range Siting Board requirements. 3.4 Finalise range inspector’s report and submit to Range Siting Board.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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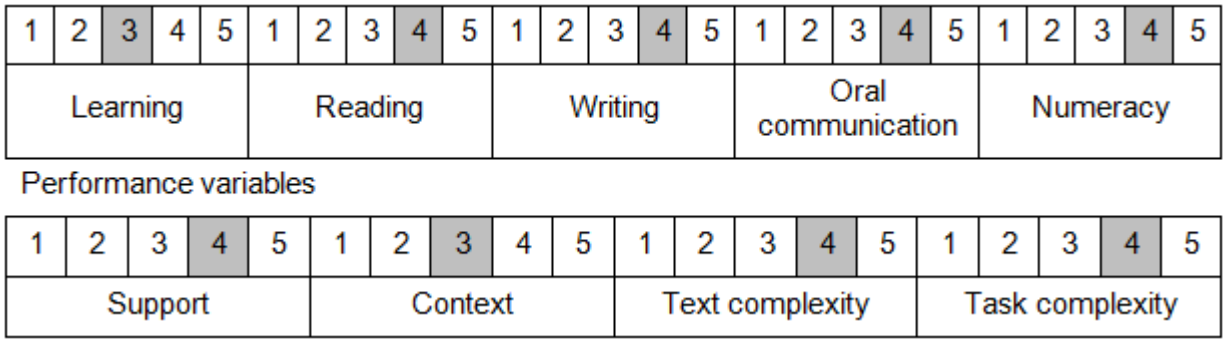
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFRM211B Site range complexes.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFRNG011 Site range complexes

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying environmental issues relevant to ranges
- using liaison techniques
- exercising judgement in relation to range safety
- interpreting and applying range safety requirements
- interpreting range specifications and construction requirements
- interpreting range user requirements
- interpreting weapon and ammunition specifications and effects

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- application of ammunition danger area traces and templates
- composition of teams and roles and responsibilities of team members
- environmental issues relevant to ranges
- geographical information systems
- map reading and navigation techniques
- planning processes
- range safety requirements
- range specifications and construction
- reporting requirements

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- team work and collaboration processes
- techniques for supporting others/team members
- weapon and ammunition specifications and effects
- works proposal processes

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFRNG012 Manage training areas and ranges

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFRM212A Manage training areas and ranges. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to manage Defence training areas and ranges. Defence training areas and ranges are areas prescribed for the conduct of Defence activities and exercises. Their management is a process requiring a range of functions including the management of the activities being conducted on these training areas and ranges, the security of facilities and personnel, the investigation of incidents and accidents, and the maintenance and upgrading of the facilities.

This unit was developed for Defence personnel who work in range management and range control but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under direct and indirect supervision, while performing complex tasks in a moderate range of familiar contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Range

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Manage training area and range activities	1.1 Identify the responsibilities associated with the management of training area and range activities. 1.2 Identify and implement plans and instructions for the efficient operation of the training area/range. 1.3 Identify resources and report shortfalls. 1.4 Identify stakeholders and forward relevant information to them. 1.5 Control and coordinate training area and range activities to ensure safe and sustainable operations.
2. Manage training area and range security	2.1 Identify security processes, procedures and plans. 2.2 Promulgate, monitor and adjust access, egress and circulate changes. 2.3 Identify and report unauthorised access and security breaches.
3. Facilitate investigations	3.1 Identify and report incidents and accidents. 3.2 Conduct investigations. 3.3 Implement recommendations for changes to policy and procedures resulting from investigations.
4. Monitor and maintain training area and range facilities	4.1 Monitor training area and range facilities. 4.2 Identify and report maintenance requirements. 4.3 Identify and report facility improvements and upgrades.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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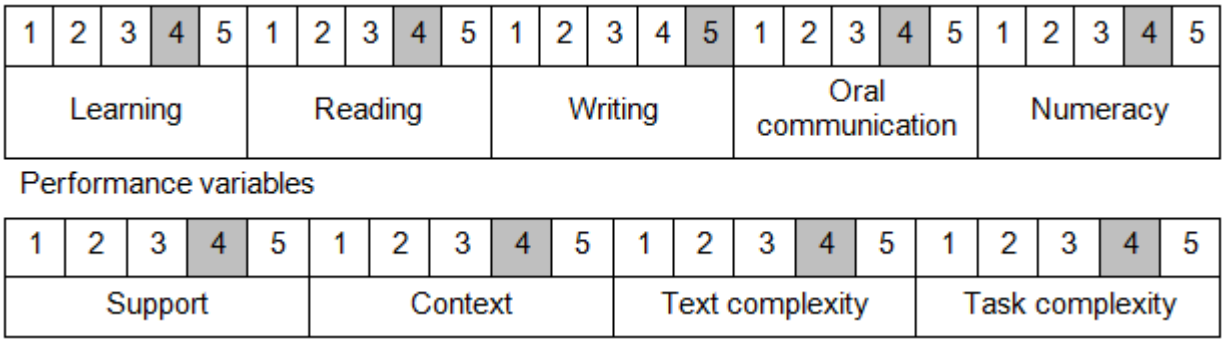
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFRM212A Manage training areas and ranges.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFRNG012 Manage training areas and ranges

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing interpreting and applying Range Standing Orders and other instructions and policy
- liaising and negotiating
- developing, implementing and modifying plans
- directing and controlling all aspects of range management
- exercising Defence regulations relevant to Defence practice areas
- exercising tact and judgement in a command and control environment
- interpreting and applying technical information
- reading and understanding technical specifications, maps, diagrams, traces
- representing mathematical ideas in appropriate format
- solving problems and making decisions
- managing training area and range security
- monitoring and maintaining training areas and ranges

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- communications equipment and systems
- composition of teams and roles and responsibilities of team members

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- Defence practice areas (DPA) – areas of land, sea or air declared for the purpose of conducting Defence operations or practices under Defence Force Regulations (DFR) Part XI, by the Minister for Defence and notified in the Commonwealth of Australia Gazette
- local alert and warning systems
- locally available resources, their capabilities and access to them
- nature of local hazards and plans, including effects on the provision of communications
- principles of risk assessment and risk management
- range danger area traces
- Range Standing Orders, instructions, clearance certificates and standard operating procedures (SOP) relevant policies, publications, legislation and regulations
- team work principles and strategies
- weapons/systems characteristics

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFRNG013 Control training area and range activities

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit describes the skills required to control activities on the training area and range (TAR), including access and activities, where coordination and compliance are required. It also covers the review and maintenance of TAR Standing Orders and raising and disseminating relevant reports.

This unit was developed for Defence personnel who work in range management and range control but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under indirect supervision, while performing complex tasks, in a range of familiar and unfamiliar contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Range Management

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes.	demonstrate achievement of the element.
1 Prepare for controlling TAR activities	**1.1** Identify and obtain relevant instructions in accordance with TAR Standing Orders
	1.2 Clarify and agree purpose and outcomes of user activities in accordance with TAR Standing Orders
	1.3 Establish clearances and access to activities in accordance with TAR Standing Orders
2 Confirm range instructions conform to Standing Orders	**2.1** Confirm the suitability of weapons and ammunition to be fired on the requested range
	2.2 Identify non-compliant training activities and indicate non-compliance to relevant commanders
	2.3 Conduct gross error checks on traces and templates
	2.4 Confirm contingency plans and safety requirements
	2.5 Forward compliant training area and range instructions to approving authorities
3 Control TAR activities	**3.1** Resolve coordination issues through direct contact and discussions with users
	3.2 Control access and exit to ranges and training area
	3.3 Control movement within the training area
	3.4 Grant approval for commencement of practices
4 Review and maintain TAR Standing Orders	**4.1** Review TAR Standing Orders
	4.2 Identify changes that are required
	4.3 Maintain TAR Standing Orders
5 Report on TAR activities	**5.1** Raise reports in accordance with TAR Standing Orders and relevant instructions
	5.2 Disseminate reports to relevant authorities in accordance with TAR Standing Orders and relevant contracts

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFRNG013 Control training area and range activities

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- accessing, interpreting and applying relevant legislation and training area and range (TAR) guidance, including at least two of the following:
  - Defence policy
  - work health and safety (WHS) legislation
  - TAR Standing Orders
  - TAR operating plans
  - emergency plans
  - environmental plans
- checking ammunition safety traces and danger area templates
- evaluating compliance of and controlling TAR activities
- following instructions/directives and reporting information
- reading technical specifications, maps and diagrams
- reviewing and maintaining TAR Standing Orders.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- ammunition danger areas
- exercise instructions
- negotiation techniques
- post-activity reports
- range clearance certificates
- range danger area safety traces
- range instructions
- range practices
- standing operating instructions
- TAR Standing Orders

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- weapon systems characteristics.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- acceptable means of simulated assessment.

Links

Companion Volume - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFRNG014 Monitor training area and range activities

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit describes the skills required to monitor training area and range (TAR) activities to ensure those activities comply with Standing Orders, relevant policy and instructions.

This unit was developed for Defence personnel who work in range management and range control but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under indirect supervision, while performing complex tasks, in a range of familiar and unfamiliar contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Range Management

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Prepare for monitoring TAR activities**	**1.1**	Plan to view TAR activities in accordance with TAR Standing Orders and activity schedules
		1.2	Clarify purpose and outcomes of activities in accordance with TAR Standing Orders
		1.3	Establish clearances and access to activities in accordance with TAR Standing Orders
2	**Monitor compliance of TAR activities**	**2.1**	Monitor TAR activities to ensure compliance with relevant policies and instructions
		2.2	Regulate non-compliant activities
3	**Monitor contractor activities**	**3.1**	Establish and maintain communications and working relations with contractors
		3.2	Monitor contractor activities in accordance with relevant controls
		3.3	Report non-compliance in accordance with relevant instructions
4	**Contribute to and monitor emergency plans**	**4.1**	Contribute to the maintenance of emergency plans related to the TAR
		4.2	Implement and maintain emergency plans
		4.3	Monitor the application of emergency plans related to the TAR

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFRNG014 Monitor training area and range activities

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- accessing, interpreting and applying relevant legislation and training area and range (TAR) guidance, including at least two of the following:
  - Defence policy
  - work health and safety (WHS) legislation
  - TAR Standing Orders
  - TAR Operating Plans
  - emergency plans
  - environmental plans
- following instructions/directives and reporting information
- monitoring and supporting emergency plans
- monitoring compliance of TAR activities
- monitoring contractor activities
- reading technical specifications, maps and diagrams.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- communication techniques
- emergency plans
- exercise instructions
- post-activity reports
- range clearance certificates
- range instructions
- range practices
- standing operating instructions
- TAR Operating Plans
- TAR Standing Orders

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- weapon systems characteristics.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- acceptable means of simulated assessment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFRNG015 Inspect, maintain and monitor training area and range activities

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit describes the skills required to inspect training area and range (TAR) activities to ensure that they are fit for purpose. It includes initiating maintenance procedures, monitoring physical range safety issues, and monitoring and implementing environmental and contamination plans.

This unit was developed for Defence personnel who work in range management and range control but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under indirect supervision, while performing complex tasks, in a range of familiar and unfamiliar contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Range Management

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Prepare to inspect TAR**	**1.1** Determine inspection requirements
		1.2 Research relevant data on sites to be inspected
		1.3 Obtain clearances for TAR access
2	**Inspect TAR infrastructure**	**2.1** Confirm that TAR infrastructure is safe and fit for purpose
		2.2 Identify problems and record for later resolution
		2.3 Discuss problems with relevant authorities and determine remedial action
		2.4 Initiate remedial action and procedures
		2.5 Monitor progress of remedial action
3	**Implement and monitor emergency and environmental plans**	**3.1** Environmental and emergency plans and reports are drafted
		3.2 Submit plan or report for approval
		3.3 Distribute approved plan or report
		3.4 Monitor TAR environment and sustainability in accordance with approved plan or report requirements
4	**Monitor TAR contamination and hazards**	**4.1** Identify and record TAR contamination and hazards
		4.2 Discuss contamination and hazard problems with relevant authorities and determine remedial action
		4.3 Initiate remedial action and procedures
		4.4 Monitor progress of remedial action
		4.5 Provide contamination and hazard advice to TAR users

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFRNG015 Inspect, maintain and monitor training area and range activities

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- accessing, interpreting and applying relevant legislation and training area and range (TAR) guidance, including at least two of the following:
  - Defence policy
  - work health and safety (WHS) legislation
  - TAR Standing Orders
  - TAR Operating Plans
  - emergency plans
  - environmental plan
- applying and monitoring environmental plans
- following instructions/directives and reporting information
- identifying and monitoring contaminants and hazards
- inspecting TAR infrastructure
- reading technical specifications, maps and diagrams.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- decontamination processes
- environmental plans
- maintenance and remedial processes
- safety aspects of TAR infrastructure
- standing operating instructions
- TAR contaminants and hazards
- TAR Standing Orders.

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Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- acceptable means of simulated assessment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFSEA001 Assist in seamanship operations

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFBM001C Assist in seamanship operations. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Element 3 reworded • PC 2.2 removed

Application

This unit describes the skills required to assist in a range of seamanship operations. It covers specific skills and knowledge such as general rigging and load shifting, towing, buoy attachment, berthing and slipping, equipment recovery, sea boat operations, man overboard recovery, replenishment at sea and ladder and brow deployment.

This unit would be typically implemented in a Naval Defence environment but is applicable to any individual in this field of work. Tasks are carried out on a ship in a range of conditions that would typically apply to a lengthy operation, while minimising or eliminating environmental stresses and hazards, risk to personnel, vessel and the environment, and preserving individual safety.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would generally perform routine tasks as part of a team and under indirect supervision. They would need to be prepared for a wide of range of contexts that could be unfamiliar and highly unpredictable.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Maritime Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare to assist in seamanship operation	1.1 Record and receive operation briefing. 1.2 Identify and select equipment for the operation based on information as directed by the supervisor. 1.3 Identify and note hazards and risks associated with the specific operation. 1.4 Select and wear personal protective equipment based on the nature of the operation.
2. Assist in seamanship operations	2.1 Identify and confirm position within the team and location for the operation. 2.2 Tie and apply knots, bends, splices, whippings and hitches. 2.3 Prepare and handle lines and hardware. 2.4 Communicate during operations using the correct communications equipment. 2.5 Identify and act upon operational hazards. 2.6 Follow shipboard emergency and contingency plans in the event of a failure or emergency associated with the operation and equipment.
3. Finalise seamanship operations	3.1 Recover, clean and maintain equipment. 3.2 Re-stow equipment to maintain operational readiness. 3.3 Attend operational debriefing and provide feedback. 3.4 Complete competency log and work history sheet.

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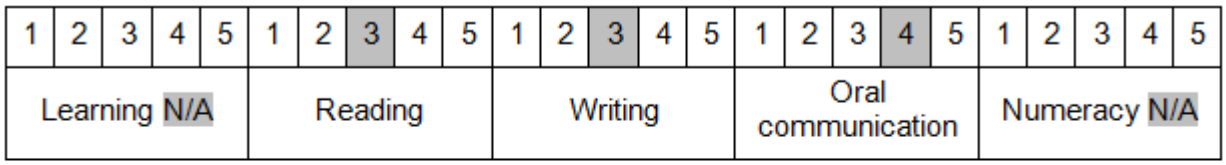
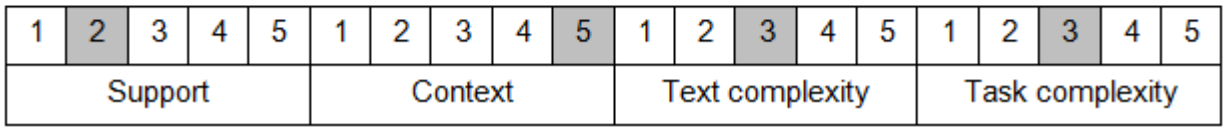
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Performance variables



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFBM001C Assist in seamanship operations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFSEA001 Assist in seamanship operations

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- following instructions and responding to directions as a team member
- reporting information verbally and non-verbally using a variety of communication techniques
- working by day and night

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- composition of teams, and roles and responsibilities of team members
- definitions and terms associated with seamanship operations
- uses of knots, bends, splices, whippings and hitches
- use and operation of provided communication and seamanship equipment

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFSEA002 Assist in boarding operations

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFBM002C Assist in boarding operations. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Element 5 reworded • PC 1.1, 3.2, 3.3 and 3.5 revised • PC 2.1 and 2.2; PC 4.3 and 4.4 merged • PC 2.4 removed

Application

This unit describes the skills required to board and secure a vessel and search personnel and property.

This unit would be typically implemented in a Naval Defence environment but is applicable to any individual in this field of work. Tasks are carried out on a ship in a range of conditions that would typically apply to a lengthy operation, while minimising or eliminating environmental stresses and hazards, risk to personnel, vessel and the environment, and preserving individual safety.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would act in a broad range of contexts that could be highly unpredictable, under indirect supervision, as part of a team, while performing routine tasks that can involve less-familiar steps.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Maritime Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare to board vessel	1.1 Receive and acknowledge a pre-boarding briefing. 1.2 Identify and acknowledge vessel type and environmental factors to determine method of insertion. 1.3 Establish and acknowledge roles and responsibilities of team members. 1.4 Obtain and check dress and equipment for serviceability. 1.5 Acknowledge method of insertion. 1.6 Receive and acknowledge position of insertion point.
2. Board vessel	2.1 Conduct boarding operation using dress and equipment while taking appropriate action to protect personnel and equipment. 2.2 Maintain communication throughout the operation.
3. Secure vessel	3.1 Secure insertion point and access routes. 3.2 Clear vessel for personnel. 3.3 Gather and isolate crew. 3.4 Identify master, secure bridge and obtain applicable documents. 3.5 Assess situation and adjust or discontinue response with changing circumstances. 3.6 Identify situations requiring assistance and request support.
4. Search vessel and personnel	4.1 Establish need to undertake search of personnel and property. 4.2 Explain reason for search to vessel master and personnel involved. 4.3 Conduct search of both property and personnel. When searching personnel it must be conducted at appropriate locations and, where possible, by persons of the same gender, according to specific legislation. 4.4 Identify and record illegal cargo, personal items and activities. 4.5 Gather and record physical evidence.

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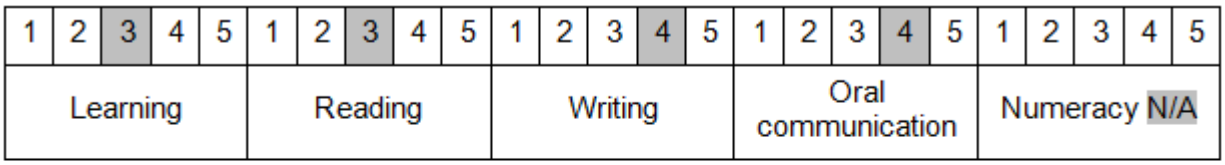
5. Finalise boarding operations	5.1 Disembark vessel. 5.2 Maintain and stow dress and equipment. 5.3 Attend and participate in boarding debrief. 5.4 Complete post-boarding reports.

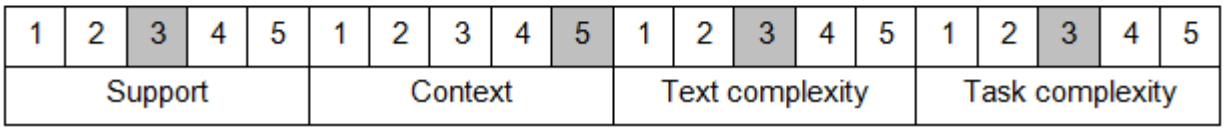
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Performance variables



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFBM002C Assist in boarding operations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFSEA002 Assist in boarding operations

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying observation and surveillance techniques
- communicating and negotiating under stressful situations
- minimising threat to self and others by use of appropriate force
- recording and reporting information accurately according to legal and international law
- using active listening skills in communication with colleagues and personnel
- responding to directions

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- composition of teams, and roles and responsibilities of team members
- differing cultural and social practices
- legislative and/or legal provisions, including provisions governing the use of force, reactive force, misuse of force, proactive force and the duty of care under criminal, civil and international law
- powers and procedures for effecting arrest
- search techniques for both persons and property
- teamwork principles and strategies

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFSEA003 Control persons using non-firearms options

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFBM003C Control persons using non firearms options. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Elements 2 and 3 merged • All PC in elements 2 & 3 revised • PC 4.1 and 4.2 merged

Application

This unit describes the skills required to select and deploy appropriate techniques and/or equipment to control persons in an operational situation.

This competency typically applies to a Naval Defence environment and was developed for boatswain's mates but is applicable to any individual in this field of work. Tasks are carried out on a ship in a range of conditions that would typically apply to a lengthy operation, while minimising or eliminating environmental stresses and hazards, risk to personnel, vessel and the environment, and preserving individual safety.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would generally perform routine tasks as part of a team and under indirect supervision. They would need to be prepared for a wide of range of contexts that could be unfamiliar and highly unpredictable.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Maritime Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Assess the need to use empty hand techniques, hand restraints and/or baton	1.1 Evaluate situation and determine most appropriate equipment and control technique. 1.2 Evaluate risk factors and determine person's intentions. 1.3 Assess capacity to complete action prior to commencement and assess viability of alternative actions. 1.4 Identify situations requiring assistance and request support.
2. Contain incident	2.1 Carry baton and hand restraints in a secure, protected and accessible position for safe deployment. 2.2 Select appropriate techniques to ensure protection of self and efficient completion of movement. 2.3 Apply appropriate techniques (empty hand, hand restraints, baton). 2.4 Assess sufficiency of response and need for support. 2.5 Adjust or discontinue response with changing circumstances. 2.6 Detain persons.
3. Evaluate response	3.1 Review, debrief and evaluate effectiveness of response by providing observations of the incident. 3.2 Maintain system, records and reporting procedures. 3.3 Recognise effects of stress on self and use stress management techniques to diffuse.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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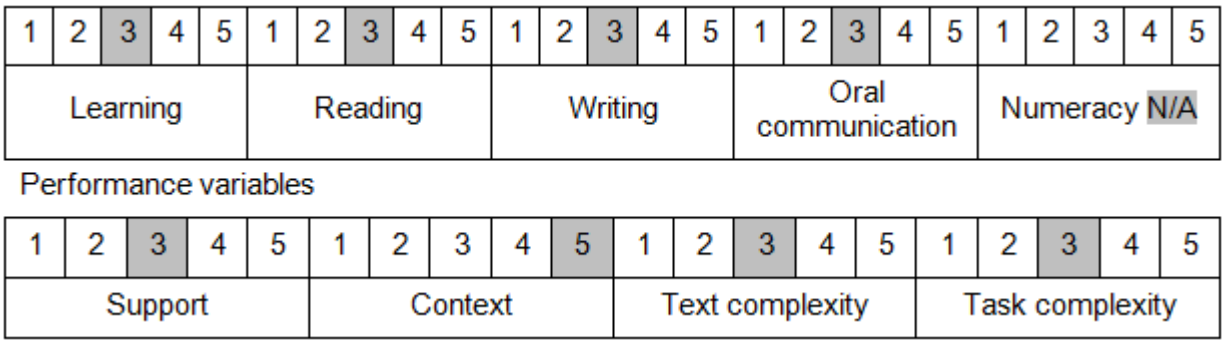
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFBM003C Control persons using non firearms options.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFSEA003 Control persons using non-firearms options

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying basic problem solving strategies
- applying observation techniques
- recording and reporting information
- minimising threat to self and others by using appropriate force using force principles and defensive techniques
- managing and selecting response options within specified legal and strategic requirements
- assessing situations and readjusting or discontinuing the response as determined by unexpected changes in circumstances
- handling of batons and hand restraints to ensure retention and continued control

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislative and/or legal provisions governing:
  - use of force (reactive, proactive)
  - misuse of force
  - duty of care under criminal, civil and international law
- response options that are most effective for the objective, within specified legal and strategic limits

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFSEA004 Defend persons using firearms

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFBM004C Defend persons using firearms. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.1 and 1.2 merged and PC 5.1 and 5.2 merged • All PC in element 2 revised • PC added to element 3 • PC 4.4 removed • PC 4.3 revised

Application

This unit describes the skills and evaluates the requirements to deploy firearms effectively to protect persons in an operational situation, minimising risk to self and others. This includes justifying judgements about use of firearms.

This unit was written for a Naval Defence environment but is applicable to any individual in this field of work. Tasks are carried out on a ship in a range of conditions that would typically apply to a lengthy operation, while minimising or eliminating environmental stresses and hazards, risk to personnel, vessel and the environment, and preserving individual safety.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

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Those undertaking this unit would generally perform routine tasks as part of a team and under indirect supervision. They would need to be prepared for a wide of range of contexts that could be unfamiliar and highly unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Maritime Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Perform pre-operational checks	1.1 Perform firearm checks by drawing, inspecting and proofing weapon. 1.2 Issue ammunition. 1.3 Receive and acknowledge an operational brief.
2. Assess the need to use firearms	2.1 Evaluate use of firearm against Use of force guidelines, legal requirements and organisational policy and procedures. 2.2 Determine person's intentions by assessing risk factors and opportunities. 2.3 Consider capacity to complete action prior to commencement and assess viability of alternative actions.
3. Use firearms	3.1 Identify situations requiring assistance and request support. 3.2 Secure, protect and provide access to firearm carriage. 3.3 Maintain tactical positioning consistent with the assessment of person's intentions and anticipated range of possible actions. 3.4 Maintain weapons. 3.5 Justify judgements on the use of firearms. 3.6 Select ammunition. 3.7 Select protective equipment. 3.8 Discharge firearm only to stop the progress of life-threatening situations.
4. Contain incident	4.1 Adjust or discontinue response with changing circumstances. 4.2 Confirm resolution and isolation of threat by constantly monitoring person's positions and behaviour. 4.3 Detain persons.

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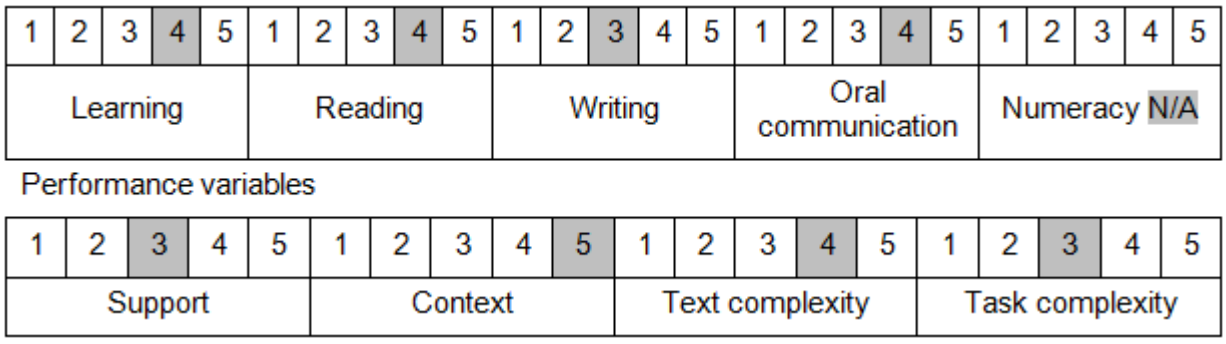
	4.4 Monitor and provide adequate aftercare to persons injured by firearms discharge.
5. Evaluate response	5.1 Review and evaluate effectiveness of response by providing observations of the incident. 5.2 Maintain system, records and reporting procedures. 5.3 Recognise effects of stress on self and use stress management techniques to diffuse.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFBM004C Defend persons using firearms.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFSEA004 Defend persons using firearms

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying basic problem solving strategies
- applying legislative and/or legal provisions, including provisions governing the use of force, reactive force, misuse of force, proactive force and the duty of care under criminal, civil and international law
- applying observation and surveillance techniques
- communicating and negotiating under stressful situations using a variety of verbal and non-verbal communication techniques
- following and interpreting instructions to facilitate solutions within operating parameters and handling and firing weapons accurately
- minimising threat to self and others by use of appropriate force applying use of force principles
- managing own stress and aggression under duress
- selecting response options within specified legal and strategic requirements
- assessing the situation and readjusting or discontinuing the response as determined by unexpected changes in circumstances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

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- legislative and/or legal provisions, including provisions governing the use of force, reactive force, misuse of force, proactive force and the duty of care under criminal, civil and international law
- organisational policy and procedures relating to the use of firearms, incident management and effecting arrest

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFSEA005 Maintain weapons and associated equipment

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFBM005C Maintain weapons and associated equipment. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.2 removed • PC added in element 2

Application

This unit describes the skills required to plan and conduct operational maintenance and to store weapons and associated equipment.

This unit would be typically implemented in a Naval Defence environment but is applicable to any individual in this field of work. Tasks are carried out on a ship in a range of conditions that would typically apply to a lengthy operation, while minimising or eliminating environmental stresses and hazards, risk to personnel, vessel and the environment, and preserving individual safety.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would generally perform routine tasks as part of a team and under supervision in a routine context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Maritime Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan for weapons and associated equipment maintenance	1.1 Obtain and confirm maintenance task requirements with supervisor. 1.2 Select and wear appropriate personal protective equipment. 1.3 Identify and obtain maintenance manual, plan and schedule. 1.4 Interpret and follow maintenance procedures.
2. Assess weapons and associated equipment serviceability	2.1 Check safe weapons and associated equipment. 2.2 Disassemble weapons and associated equipment. 2.3 Clean weapon. 2.4 Assess serviceability of weapons and associated equipment. 2.5 Identify defects. 2.6 Prepare weapons and associated equipment assessed unserviceable beyond operational repair facilities for return. 2.7 Select and check applicable test equipment and tools for serviceability. 2.8 Secure weapons and associated equipment.
3. Record maintenance	3.1 Raise defect reports and forward them to the appropriate authority. 3.2 Record maintenance.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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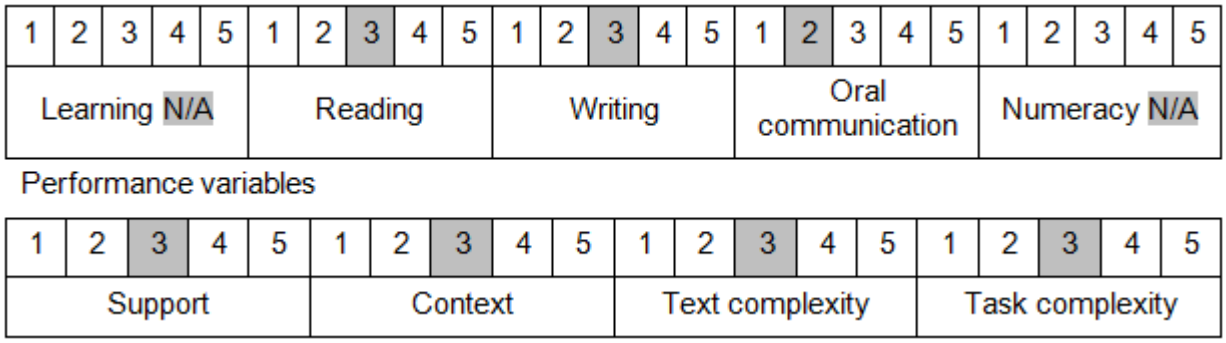
ACSF levels indicative of performance:



Performance variables

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFBM005C Maintain weapons and associated equipment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFSEA005 Maintain weapons and associated equipment

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- following instructions
- reporting verbally and in writing
- interpreting maintenance system, publications and documentation
- using cleaning and preservation chemicals
- maximising individual and others' safety in a way that does not impair the operational effectiveness of the unit

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legal and Defence weapon stowage requirements

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFSEA006 Track and engage targets

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFBM006C Track and engage targets. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Element 1 and 2 merged • PC 3.1 and 3.2 merged and PC 3.3 and 3.4 merged

Application

This unit covers the competency required to track and engage targets, and to maintain a tactical lookout during naval operations.

This unit would be typically implemented in a Naval Defence environment but is applicable to any individual in this field of work. Tasks are carried out on a ship in a range of conditions that would typically apply to a lengthy operation, while minimising or eliminating environmental stresses and hazards, risk to personnel, vessel and the environment, and preserving individual safety.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would act in a broad range of contexts that could be highly unpredictable, under indirect supervision, as part of a team, while performing routine tasks that can involve less-familiar steps.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Maritime Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Search/track designated sector using tracking equipment	1.1 Test, clean and maintain lookout and tracking equipment. 1.2 Acknowledge orders from attended briefing. 1.3 Identify and record designated sector. 1.4 Select, use and operate tracking equipment. 1.5 Search designated sector. 1.6 Identify and confirm potential threats/targets. 1.7 Maintain target track. 1.8 Report target. 1.9 Update target information.
2. Engage target	2.1 Select required ammunition type and load weapon (close range or medium range). 2.2 Receive and acknowledge orders and engage target. 2.3 Report on target and weapon state to command.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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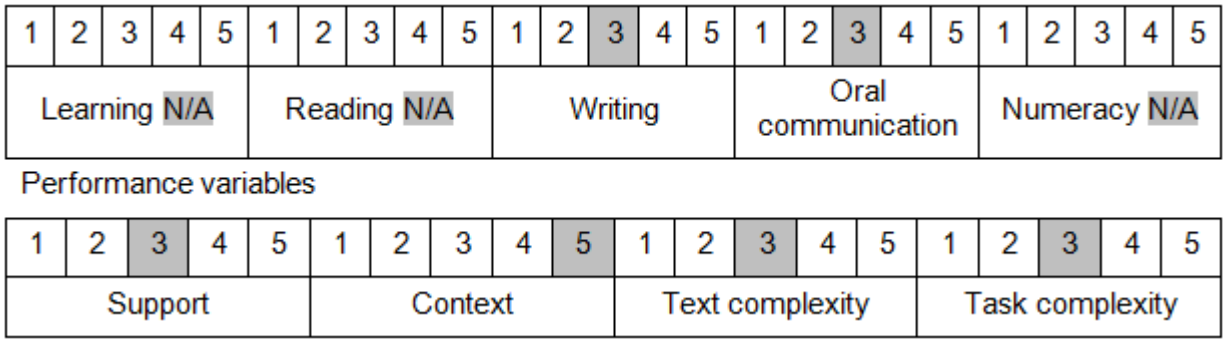
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFBM006C Track and engage targets.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFSEA006 Track and engage targets

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- following instructions
- responding to orders and emergencies
- recognising potential threats
- using information technology
- responding to directions

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- composition of teams, and roles and responsibilities of team members
- identification of potential threats
- interpretation of operational orders

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFSEA007 Assist in ship navigation

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFBM007A Assist in ship navigation. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.2 removed

Application

This unit describes the skills required to assist in ship navigation, including storing and maintaining navigational documentation and operating navigational equipment to assist the ship navigator.

This unit would be typically implemented in a Naval Defence environment but is applicable to any individual in this field of work. Tasks are carried out on a ship in a range of conditions that would typically apply to a lengthy operation, while minimising or eliminating environmental stresses and hazards, risk to personnel, vessel and the environment, and preserving individual safety.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would generally perform routine tasks as part of a team and under indirect supervision. They would need to be prepared for a wide of range of contexts that could be unfamiliar and highly unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Maritime Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for navigational operations	1.1 Collect task requirements and confirm with supervisor. 1.2 Store, update and complete navigational documentation. 1.3 Store, select, inspect and test navigational equipment and report faults. 1.4 Prepare bridge and navigational spaces for navigational operations.
2. Assist in navigation of ship	2.1 Maintain communication with team members throughout navigational operations. 2.2 Obtain, interpret, clarify and complete instructions. 2.3 Obtain, record and interpret navigational information and use to inform navigational operations. 2.4 Operate navigational equipment. 2.5 Record and plot navigational manoeuvres. 2.6 Use navigational information to assist hydrographical operations. 2.7 Report issues beyond own level of authority or competence to rectify to supervisor and take action as directed.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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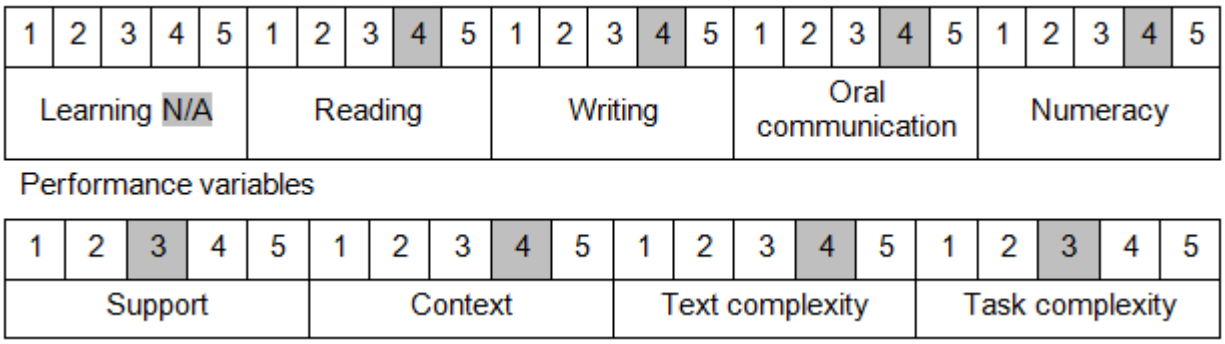
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFBM007A Assist in ship navigation.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFSEA007 Assist in ship navigation

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- following instructions and reporting information
- using verbal and non-verbal communication techniques
- responding to directions

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- navigational principles
- relevant operational policies and procedures
- uses of provided equipment

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFSEA008 Operate a chaff firing system

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFBM008A Operate a chaff firing system. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.2 removed

Application

This unit describes the skills required to operate a chaff firing system. It includes handling ammunition, and loading and unloading a chaff firing system. It also involves strict compliance with safety precautions and responding to commands from a supervisor.

This unit typically applies to a Naval Defence environment and was developed for boatswain's mates but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would generally perform routine tasks as part of a team and under indirect supervision. They would need to be prepared for a wide of range of contexts that could be unfamiliar and highly unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Maritime Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Load and unload chaff firing system	1.1 Collect task requirements and confirm with supervisor. 1.2 Select and wear appropriate personal protective equipment. 1.3 Maintain communication with team members throughout chaff firing operations. 1.4 Conduct pre-firing checks under supervisor directions. 1.5 Identify and select ammunition. 1.6 Load and unload chaff firing system under supervisor directions. 1.7 Recognise and act on pre-firing warnings. 1.8 Respond to emergencies/incidents.
2. Secure chaff firing system	2.1 Check chaff firing system for serviceability and safety under supervisor directions. 2.2 Report faults or damage. 2.3 Clean, inspect, carry and secure ammunition.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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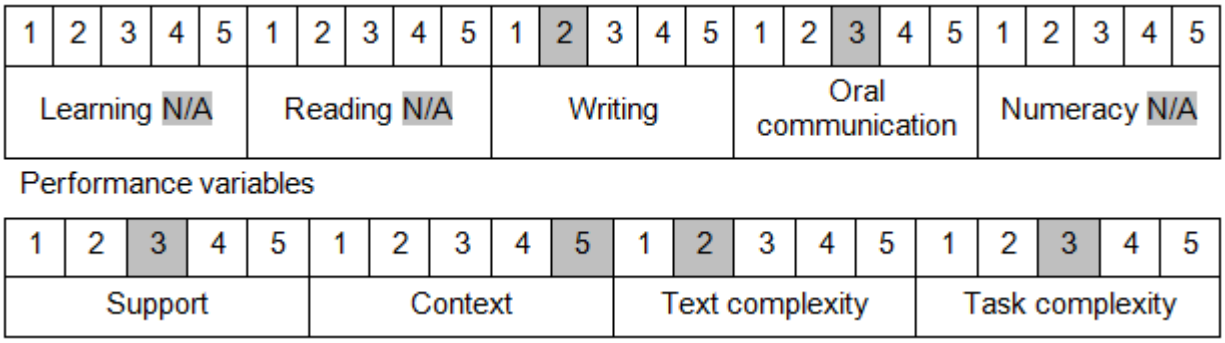
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFBM008A Operate a chaff firing system.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFSEA008 Operate a chaff firing system

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- following instructions
- participating in a team
- responding to directions

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- operational procedures
- impact of environmental conditions on operations

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFSEA009 Operate a visual target designation system

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFBM009A Operate a visual target designator system. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.1 removed

Application

This unit describes the skills required to operate a visual target designation system. It includes preparing the equipment for operation, acquiring air and surface targets, interpreting position data and communicating information for use in targeting.

This unit typically applies to a Naval Defence environment and was developed for boatswain's mates but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would generally perform routine tasks as part of a team and under indirect supervision. They would need to be prepared for a wide of range of contexts that could be unfamiliar and highly unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Maritime Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare visual target designation system	1.1 Select and wear personal protective equipment. 1.2 Inspect and test target designation system components and report faults.
2. Operate visual target designation equipment	2.1 Collect task requirements and confirm with supervisor. 2.2 Maintain communication with operations room throughout operations. 2.3 Conduct area search. 2.4 Report collected target information. 2.5 Identify targets and confirm with supervisor. 2.6 Sight and track targets using the system as directed. 2.7 Fire remote weapon using the system as ordered by supervisor. 2.8 Respond to emergencies/incidents.
3. Finalise operations	3.1 Cease or transfer system operation to new operator as directed by supervisor. 3.2 Clean and secure system. 3.3 Report to supervisor on completion.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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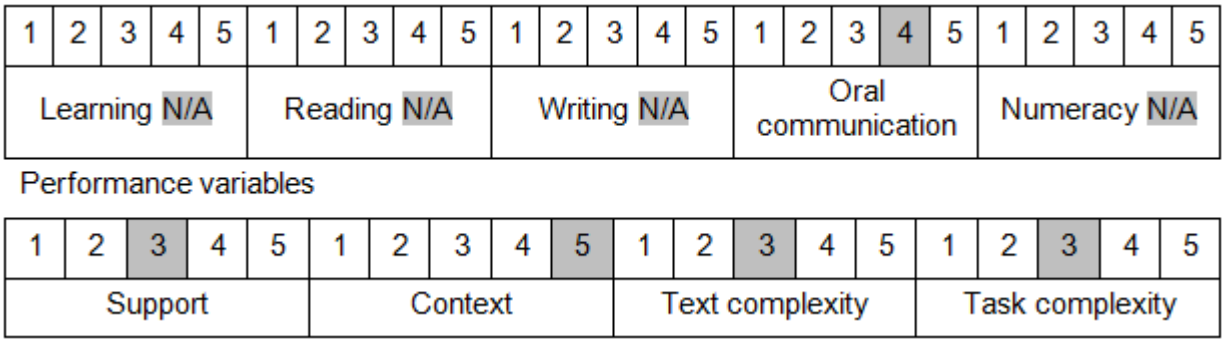
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFBM009A Operate a visual target designator system.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFSEA009 Operate a visual target designation system

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using correct voice and reporting
- following instructions and responding to directions
- using cleaning equipment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- gunnery terminology

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFSEN001 Operate a radar system

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFSO001C Operate a radar system. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.1 removed • PC 1.4 revised • PC 2.1 and 2.2 merged

Application

This unit describes the skills required to operate a radar system. It includes the requirement to configure the system, build and maintain the collection, and collate and analyse information to track existing contacts or identify new contacts. This activity could continue for a prolonged period, requiring the operator to hand over effectively to another operator.

This unit was developed for Sensor Operators working within Defence but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team, under supervision, while performing routine tasks in a broad range of contexts and environments. They use discretion and judgement and take responsibility for the quality of their output.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Sensor Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Configure radar system	1.1 Confirm serviceability of radar system, recognise and report any fault. 1.2 Optimise radar display for operator use. 1.3 Optimise system in line with the environmental conditions. 1.4 Establish internal and external communications.
2. Compile and maintain an electronic picture	2.1 Identify and discriminate radar contacts by collecting, collating and analysing information. 2.2 Use radar identification friend or foe (IFF) and other available sensors/sources to collect information. 2.3 Report, display and disseminate contact details to stakeholders. 2.4 Respond to threats. 2.5 Report problems or issues beyond own capability to supervisor.
3. Finalise operations	3.1 Cease radar system operation or transfer to new operator as directed by supervisor. 3.2 Secure and stow system. 3.3 Secure and stow documentation. 3.4 Report to supervisor on completion.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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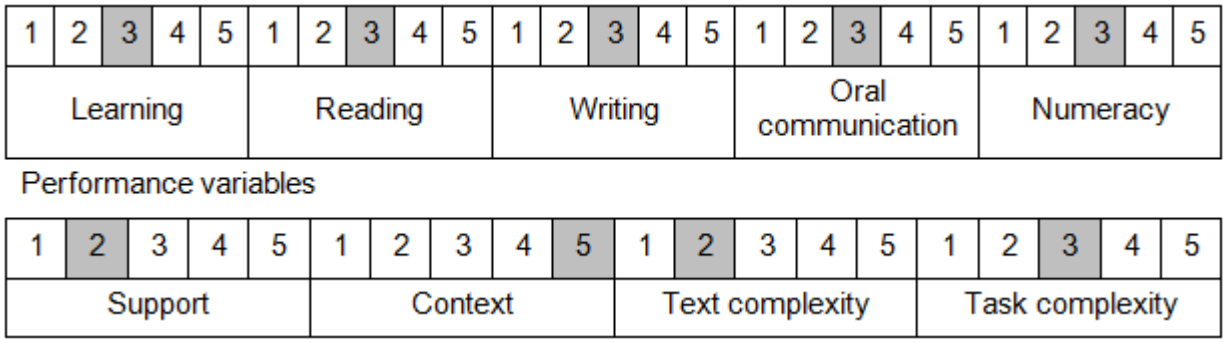
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFSO001C Operate a radar system.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFSEN001 Operate a radar system

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting daily system operability tests (DSOTs)
- detecting contacts via electronic means
- optimising operations room equipment
- using correct voice procedures
- using identification procedures
- identifying, tracking and reporting contacts over a minimum of one hour
- completing a minimum eight hours of radar systems operations using a manual or automated system
- working within one’s delegated authority

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- basic principles and characteristics of radar
- cryptographic materials
- environmental prediction system
- external/internal communication techniques and voice procedures
- tactical data systems

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFSEN002 Operate a sonar system

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFSO002C Operate a sonar system. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.1 removed • PC 1.4, 1.5 revised • PC 2.1 and 2.2 merged

Application

This unit describes the skills required to operate a sonar system. It includes the requirement to configure the system, build and maintain the continuous collection, and collate and analyse information to track existing contacts or identify new contacts. This activity could continue for a prolonged period, requiring the operator to hand over effectively to another operator.

This unit was developed for Sensor Operators working within Defence but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team, under supervision, while performing routine tasks in a broad range of contexts and environments. They use discretion and judgement and take responsibility for the quality of their output.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Sensor Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Configure sonar system	1.1 Confirm sonar system serviceability (daily system operability tests [DSOTs]) and report any faults to supervisor. 1.2 Optimise sonar display for operator use. 1.3 Optimise system in line with the environmental conditions. 1.4 Use environmental tools such as expendable bathythermograph or tactical environment support system.
2. Compile and maintain a sonar picture	2.1 Identify, track and discriminate between sonar contacts by collecting, collating and analysing information. 2.2 Collect acoustic information from other sensors/sources. 2.3 Report, display and disseminate sonar contact details to stakeholders. 2.4 Respond to threats. 2.5 Report problems beyond own capability to supervisor.
3. Finalise operations	3.1 Cease or transfer sonar system operation to new operator as directed by supervisor. 3.2 Secure and stow system. 3.3 Secure and stow documentation. 3.4 Report to supervisor on completion.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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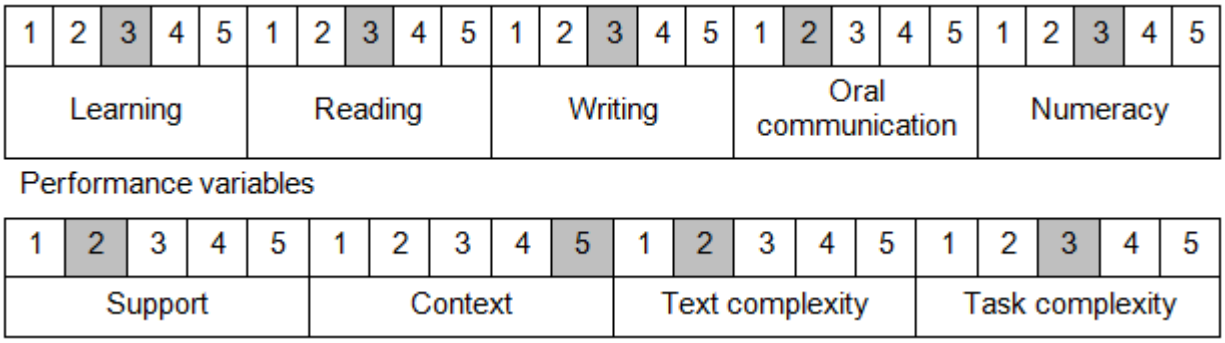
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFSO002C Operate a sonar system.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFSEN002 Operate a sonar system

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- calculating range predictions
- interpreting environmental data
- optimising sonar equipment
- completing a minimum of ten hours of sonar systems operations, of which a minimum of three hours is contact time on a submerged contact (live or simulated)
- working within one’s delegated authority

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- basic oceanography theory
- sonar organisation
- sonar records
- sonar systems

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFSEN003 Operate a torpedo fire control system

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFSO003C Operate a torpedo fire control system. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.2 removed • PC 2.2 and 2.3 merged

Application

This unit describes the skills required to operate a torpedo fire control system. It includes the requirement to enable the torpedo fire control system, input pre-firing data and ensure accurate information is entered into the system. This activity could continue for a prolonged period, requiring the operator to hand over effectively to another operator.

This unit was developed for Sensor Operators working within Defence but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team, under supervision, while performing routine tasks in a broad range of contexts and environments. They use discretion and judgement and take responsibility for the quality of their output.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Sensor Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Enable torpedo fire control system	1.1 Confirm serviceability of torpedo fire control system and recognise and report any faults to supervisor. 1.2 Insert weapon parameters into torpedo fire control system in accordance with current threat parameters and ship manoeuvring. 1.3 Establish external and internal communications.
2. Establish and update torpedo fire control system information	2.1 Collect information using sonar and other sensors. 2.2 Collect, collate and analyse information and input most up-to-date information into the torpedo fire control system. 2.3 Update parameters and report to command. 2.4 Report problems beyond own capability to supervisor. 2.5 Respond to threats.
3. Finalise operations	3.1 Transfer torpedo fire control system operation to new operator as required. 3.2 Cease operation of torpedo fire control system as directed by supervisor. 3.3 Clean and stow system components. 3.4 Complete and secure documentation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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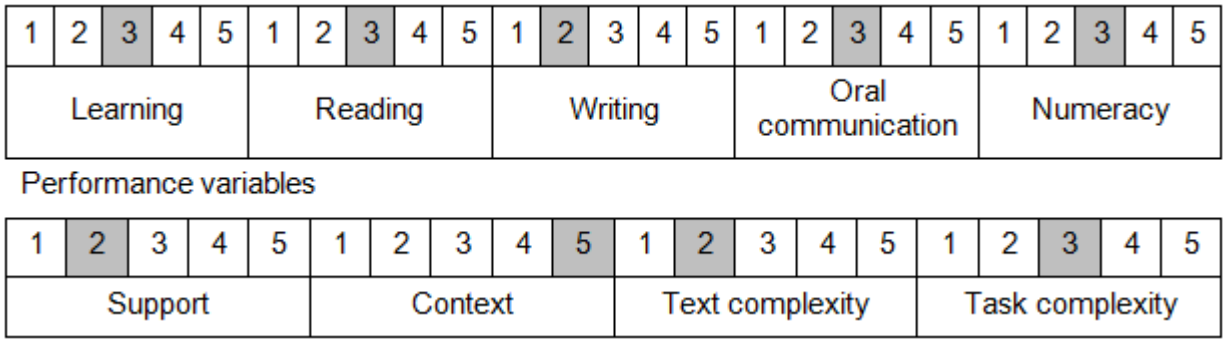
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFSO003C Operate a torpedo fire control system.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFSEN003 Operate a torpedo fire control system

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- completing a minimum of eight torpedo firings in a real or simulated situation
- inputting pre-firing data into torpedo fire control system
- demonstrating correct voice procedure
- optimising sonar control room equipment
- using sonar/torpedo fire control system equipment
- working within one’s delegated authority

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- basic principles and characteristics of sonar theory
- daily system operability tests (DSOTs)
- threat identification
- torpedo search pattern characteristics

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFSEN004 Operate an electronic support suite

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFSO004C Operate an electronic support suite. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 2.2 and 2.3 merged and PC 3.2 and 3.3 merged

Application

This unit describes the skills required to operate an electronic support suite. It includes the requirement to configure the suite, build and maintain the continuous collection, and collate, analyse and log information to track and identify new intercepts and to monitor own force emissions. This activity could continue for a prolonged period, requiring the operator to hand over effectively to another operator.

This unit was developed for Sensor Operators working within Defence but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team, under supervision, while performing routine tasks, in a broad range of contexts and environments. They use discretion and judgement and take responsibility for the quality of their output.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Sensor Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Configure electronic support suite	1.1 Confirm serviceability of electronic support suite and recognise and report any faults to supervisor. 1.2 Receive and confirm instructions from supervisor. 1.3 Optimise electronic support suite for operator use. 1.4 Optimise system according to an assessment of the outside environmental conditions. 1.5 Establish internal and external communications.
2. Compile and maintain an electronic picture	2.1 Collect electromagnetic information using passive electronic support and other sources. 2.2 Collate, analyse and log to track electromagnetic information to identify and classify electronic support suite intercepts and to monitor own force emissions. 2.3 Access database/library for analysis/identification. 2.4 Report, display and disseminate intercept details for stakeholders. 2.5 Report problems or issues beyond own capability to supervisor.
3. Finalise operations	3.1 Transfer electronic support suite operation to new operator as required or liaise with supervisor if operation needs to be ceased. 3.2 Secure and stow system and documentation. 3.3 Report to supervisor on completion.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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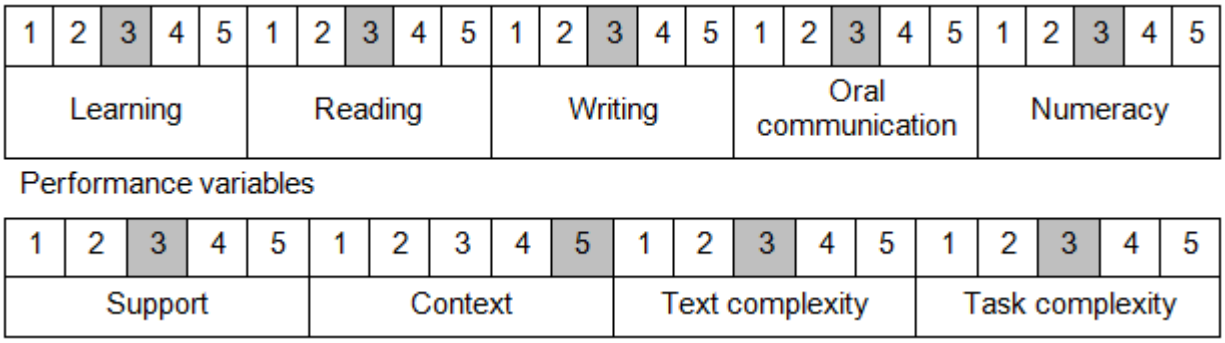
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFSO004C Operate an electronic support suite.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFSEN004 Operate an electronic support suite

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying organisational doctrine and procedures
- optimising electronic support suite equipment
- using databases/libraries
- completing a minimum of twelve hours of accumulated electronic support suite operations
- classifying and logging intercepts as required and in accordance with electronic support tasking, using databases and libraries for analysis/identification

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- cryptographic materials
- daily system operability tests (DSOTs)
- electronic logging requirements
- internal and external communications
- pulse analysis theory
- radar principles
- tactical data systems

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFSEN005 Operate decoy systems

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFSO005C Operate decoy systems. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 2.1 and 2.2 merged and PC 3.2 and 3.3 merged

Application

This unit describes the skills required to operate decoy systems as part of a team and under supervision. It includes the requirement to prepare, optimise and deploy the decoy systems. This activity could continue for a prolonged period, requiring the operator to hand over effectively to another operator.

This unit was developed for Sensor Operators working within Defence but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team, under supervision, while performing routine tasks in a broad range of contexts and environments. They use discretion and judgement and take responsibility for the quality of their output.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Sensor Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare decoy systems	1.1 Establish internal and external communications. 1.2 Confirm serviceability of decoy system and recognise and report any faults to supervisor. 1.3 Determine outside environmental conditions. 1.4 Optimise decoy system for appropriate threat.
2. Operate decoy systems	2.1 Receive instructions from supervisor or relevant authority and deploy decoy as directed. 2.2 Reload decoy system. 2.3 Report any problems or issues beyond own capability to rectify to supervisor.
3. Finalise operations	3.1 Transfer decoy system status to new operator as required or cease operation as directed by supervisor. 3.2 Secure system and secure and stow documentation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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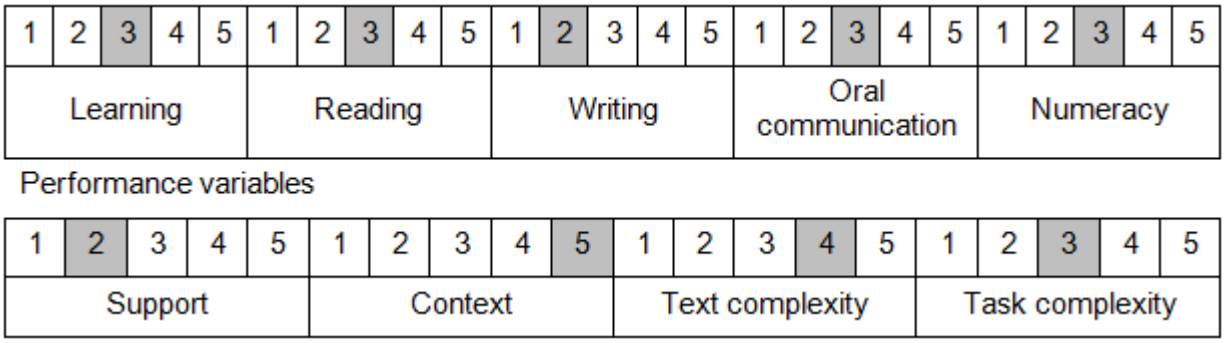
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFSO005C Operate decoy systems.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFSEN005 Operate decoy systems

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying organisational doctrine
- detecting contacts via electronic or sonar means
- optimising electronic suite or sonar equipment
- confirming serviceability of decoy systems including all fitted anti-ship torpedo defence (ASTD) or anti-ship missile decoy (ASMD) systems

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- basic principles and characteristics of anti-ship torpedoes or basic principles and characteristics of missiles
- cryptographic materials
- daily system operability tests
- external and internal communications

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFSEN006 Optimise and monitor sensor display

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFSO006A Optimise and monitor sensor display. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.1 removed

Application

This unit describes the skills required to optimise and monitor sensor displays. This includes setting up and applying settings to sensor display. It also includes monitoring the sensor display for irregularities and taking steps to return the sensor display to optimal performance.

This unit was developed for Sensor Operators working within Defence but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team, under supervision, while performing routine tasks in a broad range of contexts and environments. They use discretion and judgement and take responsibility for the quality of their output.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Sensor Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Set up sensor display	1.1 Set up tactical display in accordance with required function and shift supervisor tasking. 1.2 Access and display tactical information. 1.3 Set up sensor display and build tactical picture using operational data from other sources.
2. Apply settings to sensor display	2.1 Select and set appropriate range scale. 2.2 Select and display sensor video to support the compilation of the tactical picture. 2.3 Prepare IFF system equipment to support the compilation of the tactical picture. 2.4 Perform sensor index error checks.
3. Monitor sensor performance and respond to sensor degradation	3.1 Monitor sensors for degradation and recommend rectification action to shift supervisor. 3.2 Liaise with other sensor operators to achieve optimum sensor performance. 3.3 Recognise and respond to sensor alarms.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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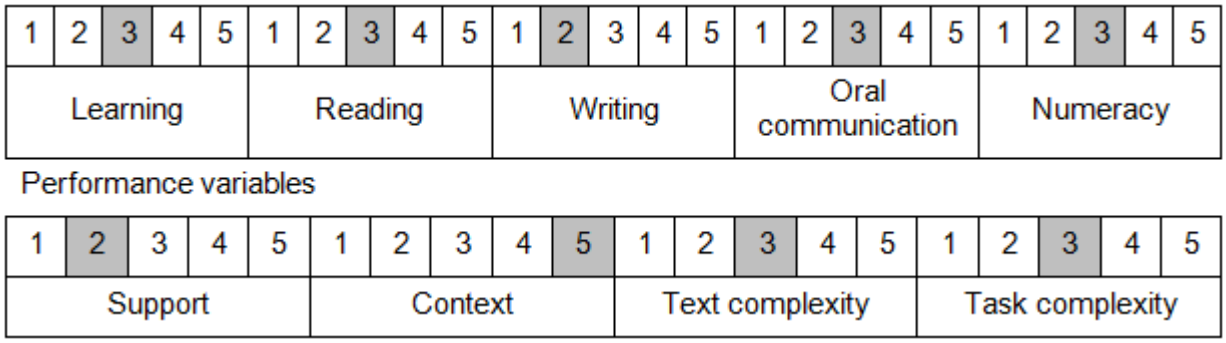
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFSO006A Optimise and monitor sensor display.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFSEN006 Optimise and monitor sensor display

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- identifying and responding to degradation in sensor display
- communicating with operations room personnel
- receiving and interpreting instructions
- operating sensor display settings based on tasking and required function
- applying settings to sensor display in accordance with the requirements of the intended function
- optimising and monitoring a sensor display

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- IFF system operation and settings
- operational data relevant to required function
- procedure for sensor index error checks
- requirements of a tactical display over the range of functions
- roles and responsibilities of other sensor operators
- selection criteria for sensor range scale
- sensor alarms and meaning
- tactical information relevant to required function

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- theory of radar
- theory of sonar
- types of sensor degradation and effect on sensor

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFSEN007 Provide general support to combat systems operations

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFSO007A Provide general support to combat systems operations. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Element 5 removed • Elements 3 and 4 merged • PC 1.1 and 1.2 merged • PC 2.2 revised • PC 3.4 removed

Application

This unit describes the skills required to provide general support to combat systems operations. It includes administration support, preparing equipment for operations, processing and distributing information, and cleaning and securing operation room.

This unit was developed for Sensor Operators working within Defence but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team, under supervision, while performing routine tasks in a broad range of contexts and environments. They use discretion and judgement and take responsibility for the quality of their output.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Sensor Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Participate in workplace briefings	1.1 Record relevant information from the attended briefing and clarify as required. 1.2 Incorporate information or tasks into own duty performance.
2. Prepare and enable equipment for operation	2.1 Gather ancillary equipment and make it available. 2.2 Perform daily system operability tests. 2.3 Recognise and report equipment faults or defects. 2.4 Load operational data required to enable equipment function. 2.5 Confirm ability to communicate internally and externally with the operations room by checking communication links.
3. Process and distribute information to promote situational awareness	3.1 Receive and act upon tasks relating to the processing and distribution of information. 3.2 Gather and interpret relevant information. 3.3 Display and distribute relevant information. 3.4 Maintain currency of information in accordance with shift supervisor instructions. 3.5 Compile, maintain and distribute correspondence and official records.
4. Secure operations room in preparation for periods of inactivity	4.1 Close internal and external communications links. 4.2 Sanitise equipment to prevent loss of data or breach of security requirements. 4.3 Shut down and secure departmental equipment. 4.4 Recover, refurbish and store ancillary equipment ready for later use.

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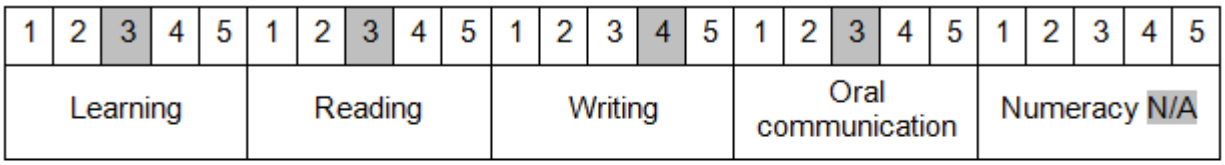
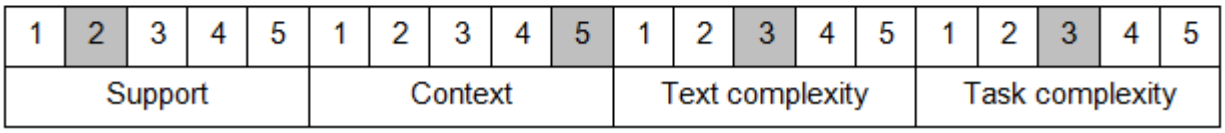
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Performance variables



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFSO007A Provide general support to combat systems operations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFSEN007 Provide general support to combat systems operations

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- complying with security requirements
- communicating with operations room personnel
- receiving and interpreting instructions
- maintaining a small equipment inventory
- preparing operations room equipment for function
- contributing to information management that promotes operations room situational awareness

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- operations room security and information support requirements within operations room
- scope and nature of general support tasks applicable to operations room environment
- use and application of operations room ancillary equipment

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFSEN008 Support the compilation of the tactical picture

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFSO008A Support the compilation of the tactical picture. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Element 2 reworded • PC 1.3 and 1.4 revised

Application

This unit covers the competency required to provide support to the compilation of a tactical picture. It includes operating a sensor display to display and allow interpretation of tactical information. It also includes monitoring the sensor display for irregularities and taking steps to return the sensor display to optimal performance.

This unit was developed for Sensor Operators working within Defence but is applicable to any individual in this field of work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team, under supervision, while performing routine tasks in a broad range of contexts and environments. They use discretion and judgement and take responsibility for the quality of their output.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Sensor Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Detect and track contacts using sensors	1.1 Detect contacts by monitoring sensor display. 1.2 Analyse sensor returns to recognise valid contacts. 1.3 Track contacts. 1.4 Alert shift supervisor and other sensor operators of the contact by transmitting initial contact report. 1.5 Monitor tracking of contacts to ensure the validity of the track. 1.6 Perform manual tracking of contacts in the event of loss of automatic tracking of critical contacts.
2. Recognise contact	2.1 Classify contacts. 2.2 Assign identity of contacts to enable quick reference and identification by other sensor operators. 2.3 Transmit supplementary contact reports. 2.4 Recognise information from other sources and reclassify contact designated as ambiguous as required.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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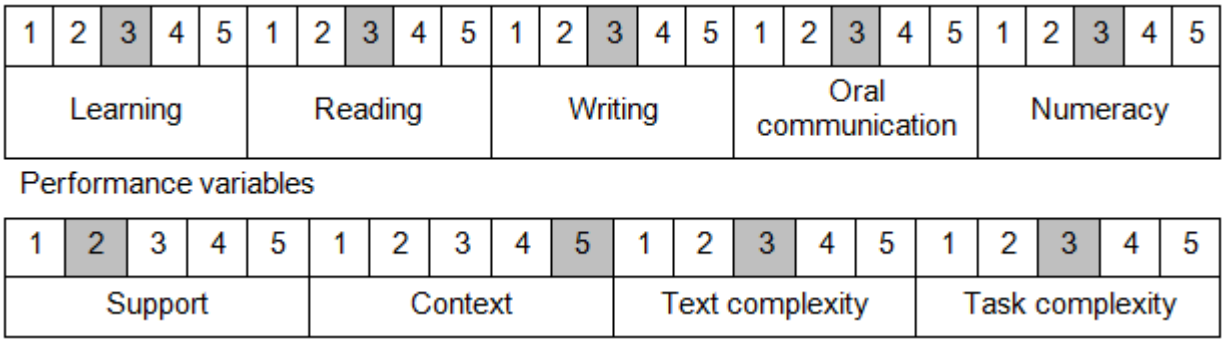
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFSO008A Support the compilation of the tactical picture.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFSEN008 Support the compilation of the tactical picture

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing and validating tactical information
- receiving and interpreting instructions
- interpreting sensor returns
- operating sensor display settings
- performing manual tracking
- recognising contacts and applying tracking
- reporting accurate information based on recognised contacts and tracks

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- air, surface and sub-surface contacts
- criteria for classifying contacts
- IFF system operation settings
- requirements for a valid contact
- requirements of a tactical display
- theory of radar
- theory of sonar

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFSIM001 Fault find and repair simulator power distribution and control systems

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to conduct fault finding and repairs to the simulator power distribution and control systems. This includes analysing fault reports, identifying and rectifying faults, conducting functional tests and the documentation and certification processes. In the context of this unit, simulators are used to replicate land, air, sea and undersea systems to facilitate training and development.

Power distribution systems include power distribution software interfaces, programmable logic controllers, uninterruptible power supplies and control systems, power distribution cabinets/units, circuit breakers, emergency power/communication systems, emergency stop circuits and fire protection systems.

Simulator control systems include DC low voltage supplies, DC high voltage supplies, AC low voltage supplies (less than 600VAC), uninterrupted power supplies and control systems, power distribution cabinets/units, hydraulic systems and electric systems.

This unit was developed in a Defence environment but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, or as part of a team, with minimal supervision, while performing complex tasks, including complex problem solving, in a limited range of contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

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No licensing, legislative or certification requirements apply to this unit at the time of publication.

Competency Field

Simulator Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Receive and analyse fault report	1.1 Receive and analyse simulator power distribution and/or control system fault report. 1.2 Identify and select appropriate fault finding method(s) that will apply across the range of power distribution and control systems. 1.3 Prepare the simulator power distribution and/or control system for fault finding, including the isolation of all energy sources.
2. Identify and find fault	2.1 Apply fault finding method(s). 2.2 Identify and analyse fault indicators. 2.3 Identify the power distribution and/or control system fault. 2.4 Confirm that the fault is the one initially reported.
3. Repair fault	3.1 Identify and confirm cause of fault. 3.2 Identify and confirm repair method(s). 3.3 Complete power distribution and/or control systems repair. 3.4 Conduct post repair safety check. 3.5 Restart simulator power distribution and/or control system.
4. Conduct functional test	4.1 Test simulator power distribution and/or control systems to ensure operational integrity. 4.2 Confirm operational parameters.
5. Finalise repair process	5.1 Finalise simulator power distribution and/or control system repair reports including a detailed synopsis of the fault and the repair process and any certification requirements. 5.2 Report the operational status of the simulator power distribution and/or control system.

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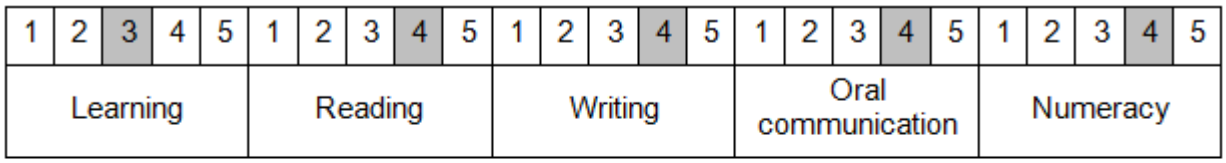
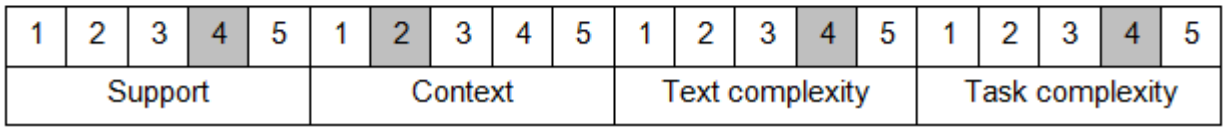
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Performance variables



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFSIM001 Fault find and repair simulator power distribution and control systems

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking research and analysis related to simulator power distribution and control systems
- following logical complex fault finding techniques
- using measuring instruments such as megaohmeters, multimeters, cathode ray oscilloscopes (CRO), 240-415v portable appliance testers, 240-415v phase angle meters and 240-415v clamp meters
- applying simulator power distribution and control systems repair methodologies
- following configuration management processes
- using appropriate information technology and software including general online diagnostic tools and proprietary simulator management databases
- identifying, reviewing and analysing information that may impact on the simulator power distribution and control systems fault finding
- conducting simulator power distribution and control systems functional testing
- negotiating and communicating with key stakeholders

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- operational capabilities and limitations of the relevant simulator
- operational capabilities and limitations of the relevant simulator power distribution and control systems
- simulator operating modules comprising the simulator system being worked on
- fault indicators related to the simulator power distribution and control systems being worked on

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- repair methodologies related to the simulator power distribution and control systems being worked on
- legislative and regulatory requirements related to the simulator being worked on
- organisational policy and procedures related to the relevant simulator power distribution and control systems
- configuration management related to the simulator power distribution and control systems being worked on
- product knowledge related to systems and/or equipment in service

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFSIM002 Fault find and repair simulator computer systems and peripheral hardware

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the knowledge and skills required to conduct fault finding and repairs to the simulator computer systems and peripheral hardware. This includes analysing fault reports, identifying and rectifying faults, conducting functional tests and the documentation and certification processes. In the context of this unit, simulators are used to replicate land, air, sea and undersea systems to facilitate training and development.

Computer systems include Generic Simulator Computer Systems (x86 and x64), host computers, input/output systems, visual computers and instructor operating systems of simulators.

Peripheral hardware includes instruments, visual display unit equipment, printers, hard drives and data storage devices, switches and routers.

This unit was developed in a Defence environment but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, or as part of a team, with minimal supervision, while performing complex tasks, including complex problem solving, in a limited range of contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

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No licensing, legislative or certification requirements apply to this unit at the time of publication.

Competency Field

Simulator Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Receive and analyse fault report	1.1 Receive and analyse simulator computer systems and/or peripheral hardware fault report. 1.2 Identify and select appropriate fault finding method(s) that will apply across the range of simulator computer systems and/or peripheral hardware. 1.3 Prepare the simulator computer system and/or peripheral hardware for fault finding.
2. Identify and find fault	2.1 Apply fault finding method(s). 2.2 Identify and analyse fault indicators. 2.3 Identify the simulator computer systems and/or peripheral hardware fault. 2.4 Confirm that the fault is the one initially reported.
3. Repair fault	3.1 Identify and confirm cause of fault. 3.2 Identify and confirm repair method(s). 3.3 Complete simulator computer systems and/or peripheral hardware repair. 3.4 Conduct post repair safety check. 3.5 Restart simulator computer system and/or peripheral hardware.
4. Conduct functional test	4.1 Test simulator computer system and/or peripheral hardware to ensure operational integrity. 4.2 Confirm operational parameters.
5. Finalise repair process	5.1 Finalise simulator computer system and/or peripheral hardware repair reports including a detailed synopsis of the fault and the repair process and any certification requirements. 5.2 Report the operational status of the simulator computer system and/or peripheral hardware.

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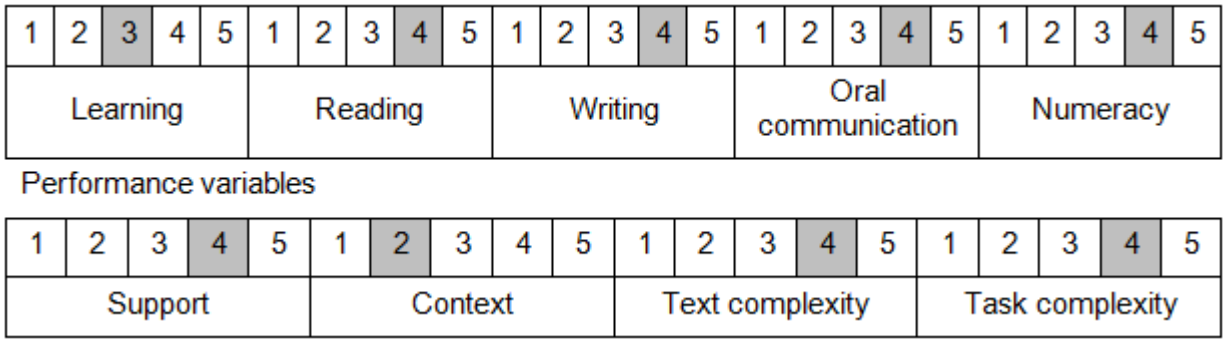
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFSIM002 Fault find and repair simulator computer systems and peripheral hardware

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking research and analysis related to simulator computer systems and peripheral hardware
- following logical, complex fault finding techniques
- applying simulator computer systems and/or peripheral hardware repair methodologies
- following configuration management processes
- using appropriate information technology and software including at least one of:
  - general online diagnostic tools
  - proprietary simulator management databases
  - customer diagnostics software
  - burn in test software
  - image management software
  - file comparison software
- identifying, reviewing and analysing information that may impact on the simulator computer systems and peripheral hardware fault finding
- conducting simulator computer systems and peripheral hardware functional testing
- negotiating and communicating with key stakeholders

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- operational capabilities and limitations of the relevant simulator
- operational capabilities and limitations of the relevant simulator computer systems and peripheral hardware

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- simulator operating modules comprising the simulator system being worked on
- fault indicators related to the simulator computer systems and peripheral hardware being worked on
- repair methodologies related to the simulator computer systems and peripheral hardware being worked on
- legislative and regulatory requirements related to the simulator being worked on
- organisational policy and procedures related to the relevant simulator computer systems and peripheral hardware
- configuration management related to the simulator computer systems and peripheral hardware being worked on
- product knowledge related to systems and/or equipment in service

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFSIM003 Fault find and repair simulator image generator and visual display systems

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the knowledge and skills required to conduct fault finding and repairs to the simulator image generator and visual display systems. This includes analysing fault reports, identifying and rectifying faults, conducting functional tests and the documentation and certification processes. In the context of this unit, simulators are used to replicate land, air, sea and undersea systems to facilitate training and development.

Both software and hardware components may be involved. Image generator hardware components include commercial off-the-shelf systems, proprietary designed systems and high-end rack mount personal computers with engineering graphic cards installed.

Image generator software components include proprietary software to process visual databases stored on the information gateway, under direction of simulators' host computing system, to produce drive signals for the visual display, and/or commercial software.

Maintenance tasks include fault finding hardware to line replacement at unit level, image and backup of software installation, configuration and updating.

Visual display systems include liquid crystal display, digital light processing, liquid crystal on silicon, light emitting diode, organic light emitting diode, cathode ray tube and/or laser.

Mechanisms include projection (direct and/or rear, including optics and display surfaces), and/or direct display (television, monitor).

Maintenance tasks may include setup, fault finding, alignment of projectors, optics alignment and colour matching and balance.

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This unit was developed in a Defence environment but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, or as part of a team, with minimal supervision, while performing complex tasks, including complex problem solving, in a limited range of contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Competency Field

Simulator Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Receive and analyse fault report	1.1 Receive and analyse simulator image generator and/or visual display system fault report. 1.2 Identify and select appropriate fault finding method(s) that will apply across the range of simulator image generator and/or visual display system. 1.3 Prepare the simulator image generator and/or visual display system for fault finding.
2. Identify and find fault	2.1 Apply fault finding method(s). 2.2 Identify and analyse fault indicators. 2.3 Identify the simulator image generator and/or visual display system fault. 2.4 Confirm that the fault is the one initially reported.
3. Repair fault	3.1 Identify and confirm cause of fault. 3.2 Identify and confirm repair method(s). 3.3 Complete simulator image generator and/or visual display system

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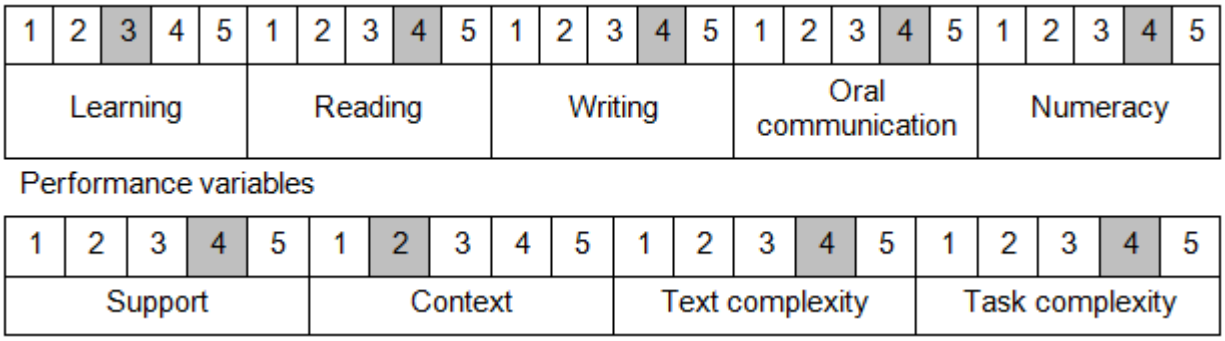
	repair. 3.4 Conduct post repair safety check. 3.5 Restart simulator image generator and/or visual display system.
4. Conduct functional test	4.1 Test simulator image generator and/or visual display system to ensure operational integrity. 4.2 Confirm operational parameters.
5. Finalise repair process	5.1 Finalise simulator image generator and/or visual display system repair reports including a detailed synopsis of the fault and the repair process and any certification requirements. 5.2 Report the operational status of the simulator image generator and/or visual display system.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFSIM003 Fault find and repair simulator image generator and visual display systems

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking research and analysis related to simulator image generator and visual display systems
- following logical, complex fault finding techniques
- using measuring instruments including light meters, chroma meters and theodolites
- applying simulator image generator and visual display systems repair methodologies
- following configuration management processes using appropriate information technology and software including proprietary projector software and proprietary image generation software
- identifying, reviewing and analysing information that may impact on the simulator image generator and visual display systems fault finding
- conducting simulator image generator and visual display systems functional testing
- negotiating and communicating effectively with key stakeholders

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- operational capabilities and limitations of the relevant simulator
- operational capabilities and limitations of the relevant simulator image generator and visual display system
- simulator operating modules comprising the simulator system being worked on
- fault indicators related to the simulator image generator and visual display systems being worked on
- repair methodologies related to the simulator image generator and visual display systems being worked on

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- legislative and regulatory requirements related to the simulator being worked on
- organisational policy and procedures related to the relevant simulator image generator and visual display systems
- configuration management related to the simulator image generator and visual display systems being worked on
- product knowledge related to systems and/or equipment in service

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFSIM004 Fault find and repair simulator motion and control loading systems

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the knowledge and skills required to conduct fault finding and repairs to the simulator motion and control loading systems. This includes analysing fault reports, identifying and rectifying faults, conducting functional tests and the documentation and certification processes. In the context of this unit, simulators are used to replicate land, air, sea and undersea systems to facilitate training and development. Simulator motion system are mechanical/electric and/or mechanical/hydraulic.

Simulator control loading systems include electric and hydraulic.

This unit was developed in a Defence environment but may be relevant to others who work in this field. This unit applies to those working in fault finding and repairing simulator motion and/or control loading systems and was developed for technicians who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those relating to WHS, fault finding and repairing the simulator motion and/or control loading systems.

Those undertaking this unit would work independently, or as part of a team, with minimal supervision, while performing complex tasks, including complex problem solving, in a limited range of contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

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Competency Field

Simulator Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Receive and analyse fault report	1.1 Receive and analyse simulator motion and/or control loading system fault report. 1.2 Identify and select appropriate fault finding method(s) that will apply across the range of simulator motion and/or control loading systems. 1.3 Prepare the simulator motion and/or control loading system for fault finding.
2. Identify and find fault	2.1 Apply fault finding method(s). 2.2 Identify and analyse fault indicators. 2.3 Identify the simulator motion and/or control loading system fault. 2.4 Confirm that the fault is the one initially reported.
3. Repair fault	3.1 Identify and confirm cause of fault. 3.2 Identify and confirm repair method. 3.3 Complete simulator motion and/or control loading system repair. 3.4 Conduct post repair safety check. 3.5 Restart simulator motion and/or control loading system.
4. Conduct functional test	4.1 Test simulator motion and/or control loading systems to ensure operational integrity. 4.2 Confirm operational parameters.
5. Finalise repair process	5.1 Finalise simulator motion and/or control loading system repair reports including a detailed synopsis of the fault and the repair process and any certification requirements. 5.2 Report the operational status of the simulator motion and/or control loading system.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy					

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFSIM004 Fault find and repair simulator motion and control loading systems

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking research and analysis related to simulator motion and control loading systems
- following logical, complex fault finding techniques
- using measuring instruments including thermal array recorders and calibrated pressure gauges
- applying simulator motion and control loading systems repair methodologies
- using tools including hydraulic flushing faucets, motion specialist tool kits and inflation kits for hydraulic accumulators
- following configuration management processes
- using appropriate information technology and software including proprietary motion control loading system calibration software and general online diagnostic tool software
- identifying, reviewing and analysing information that may impact on the simulator motion and control loading systems fault finding
- conducting simulator motion and control loading systems functional testing
- negotiating and communicating effectively with key stakeholders

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- operational capabilities and limitations of the relevant simulator
- operational capabilities and limitations of the relevant simulator motion and/or control loading systems
- simulator operating modules comprising the simulator system being worked on
- fault indicators related to the simulator motion and control loading systems being worked on

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- repair methodologies related to the simulator motion and control loading systems being worked on
- legislative and regulatory requirements related to the simulator motion and control loading systems being worked on
- organisational policy and procedures related to the relevant simulator motion and/or control loading systems
- configuration management related to the simulator motion and control loading systems being worked on
- product knowledge related to systems and/or equipment in service

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFSIM005 Fault find and repair simulator sound systems

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the knowledge and skills required to conduct fault finding and repairs to the simulator sound systems. This includes analysing fault reports, identifying and rectifying faults, conducting functional tests and the documentation and certification processes. In the context of this unit, simulators are used to replicate land, air, sea and undersea systems to facilitate training and development.

Simulator sound systems include communication systems, amplifiers, samplers, speakers, microphones and headsets, equalisers, mixers, tone generators, switching and control systems and audio computers.

This unit was developed in a Defence environment but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, or as part of a team, with minimal supervision, while performing complex tasks, including complex problem solving, in a limited range of contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Competency Field

Simulator Operations

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Receive and analyse fault report	1.1 Receive and analyse simulator sound system fault report. 1.2 Identify and select appropriate fault finding method(s) that will apply across the range of simulator sound system systems. 1.3 Prepare the simulator sound system for fault finding.
2. Identify and find fault	2.1 Apply fault finding method(s). 2.2 Identify and analyse fault indicators. 2.3 Identify simulator sound system fault. 2.4 Confirm that the fault is the one initially reported.
3. Repair fault	3.1 Identify and confirm cause of fault. 3.2 Identify and confirm repair method(s). 3.3 Complete simulator sound system repair. 3.4 Conduct post repair safety check. 3.5 Restart simulator sound system.
4. Conduct functional test	4.1 Test simulator sound systems to ensure operational integrity. 4.2 Confirm operational parameters.
5. Finalise repair process	5.1 Finalise simulator sound system repair reports including a detailed synopsis of the fault and the repair process and any certification requirements. 5.2 Report the operational status of the simulator sound system.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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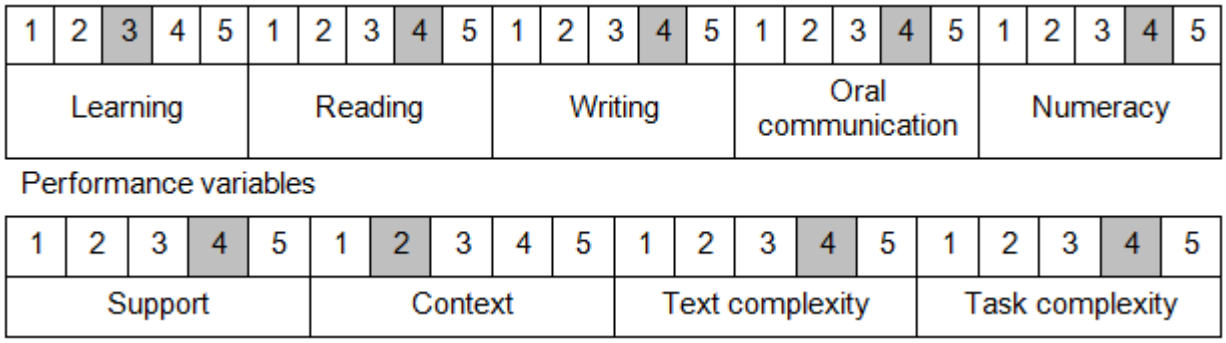
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFSIM005 Fault find and repair simulator sound systems

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking research and analysis related to simulator sound systems
- following logical, complex fault finding techniques
- using measuring instruments including audio sound analysers and acoustic calibrators
- applying simulator sound systems repair methodologies
- following configuration management processes
- using tools including signal generators and sound generators
- using appropriate information technology and software including at least one of:
  - general online diagnostic tools
  - proprietary sound analysis software
  - proprietary simulator management databases
  - proprietary simulator performance test systems
- identifying, reviewing and analysing information that may impact on the simulator sound systems fault finding
- conducting simulator sound systems functional testing
- negotiating and communicating effectively with key stakeholders

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- operational capabilities and limitations of the relevant simulator
- operational capabilities and limitations of the relevant simulator sound systems
- simulator operating modules comprising the simulator system being worked on
- fault indicators related to the simulator sound systems being worked on

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- repair methodologies related to the simulator sound systems being worked on
- legislative and regulatory requirements related to the simulator being worked on
- organisational policy and procedures related to the relevant simulator sound systems
- configuration management related to the simulator sound systems being worked on
- product knowledge related to systems and/or equipment in service

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFSIM006 Fault find and repair simulator weapons systems

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the knowledge and skills required to conduct fault finding and repairs to the simulator weapons systems including fire control, aiming and sighting systems. The unit includes analysing fault reports, identifying and rectifying faults, conducting functional tests and the documentation and certification processes. In the context of this unit, simulators are used to replicate land, air, sea and undersea systems to facilitate training and development.

Simulator weapons systems include simulated cannons/guns, non-guided weapons and guided weapons.

Simulator fire control systems include simulator fire control safety interlock systems, simulator armament control systems and simulator armament control buses.

Simulator aiming and sighting systems include simulator helmet mounted displays, simulator head-up displays, simulator head-in displays, simulator TV sighting systems, simulator on-screen displays and simulator infrared/thermal sighting systems.

This unit was developed in a Defence environment but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, or as part of a team, with minimal supervision, while performing complex tasks, including complex problem solving, in a limited range of contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

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No licensing, legislative or certification requirements apply to this unit at the time of publication.

Competency Field

Simulator Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Receive and analyse fault report	1.1 Receive and analyse simulator weapons systems, fire control, aiming and sighting systems fault report. 1.2 Identify and select appropriate fault finding method(s) that will apply across the range of simulator weapon systems. 1.3 Prepare the simulator weapons systems, fire control, aiming and sighting systems for fault finding.
2. Identify and find fault	2.1 Apply fault finding method(s). 2.2 Identify and analyse fault indicators. 2.3 Identify simulator weapon systems fault. 2.4 Confirm that the fault is the one initially reported.
3. Repair fault	3.1 Identify and confirm cause of fault. 3.2 Identify and confirm repair method(s). 3.3 Complete simulator weapon systems repair. 3.4 Conduct post repair safety check. 3.5 Restart simulator weapons systems, fire control, aiming and sighting systems.
4. Conduct functional test	4.1 Test simulator weapons systems, fire control, aiming and sighting systems to ensure operational integrity. 4.2 Confirm operational parameters.
5. Finalise repair process	5.1 Finalise simulator weapons systems, fire control, aiming and sighting systems repair reports including a detailed synopsis of the fault and the repair process and any certification requirements. 5.2 Report the operational status of the simulator weapons systems, fire control, aiming and sighting systems.

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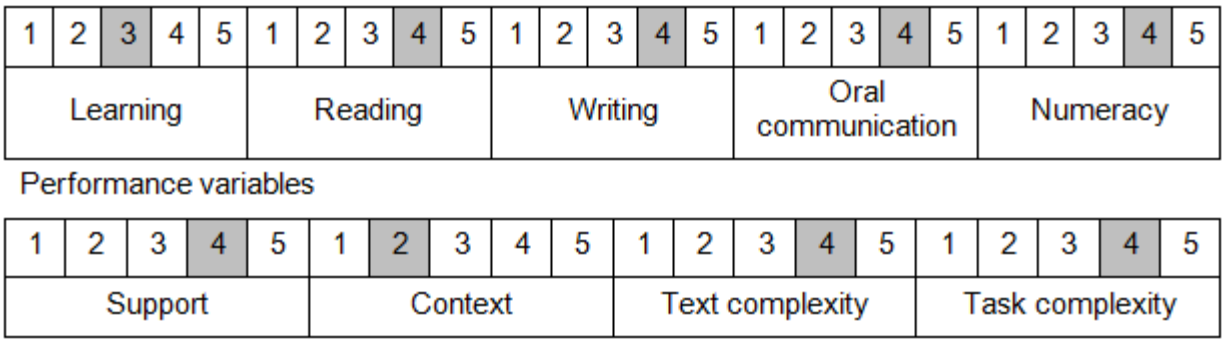
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFSIM006 Fault find and repair simulator weapons systems

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking research and analysis related to simulator weapons systems
- following logical, complex fault finding techniques
- using measuring instruments including thermal array recorders
- applying simulator weapons systems, fire control, aiming and sighting systems repair methodologies
- following configuration management processes
- using appropriate information technology and software including at least one of:
  - customer diagnostics software
  - electronics configuration software
  - electronics instrument check diagnostics software
  - proprietary helmet mounted sight diagnostic software
  - Vector CANalyzer CAN bus diagnostic software
- identifying, reviewing and analysing information that may impact on the simulator weapons systems fault finding
- conducting simulator weapons systems functional testing
- negotiating and communicating effectively with key stakeholders
-

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- operational capabilities and limitations of the relevant simulator

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- operational capabilities and limitations of the relevant simulator weapons systems, fire control, aiming and sighting systems
- simulator operating modules comprising the simulator system being worked on
- fault indicators related to the simulator weapons systems being worked on
- repair methodologies related to the simulator weapons systems being worked on
- legislative and regulatory requirements related to the simulator being worked on
- organisational policy and procedures related to the relevant simulator weapons systems, fire control, aiming and sighting systems
- configuration management related to the simulator weapons systems being worked on
- product knowledge related to systems and/or equipment in service

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFSIM007 Conduct simulator performance evaluation

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Application

This unit describes the knowledge and skills required to evaluate the operational performance of components and/or elements of a simulator. This includes identifying the performance evaluation requirement, conducting the operational performance evaluation, analysing the results, and the documentation and certification processes. In the context of this unit, simulators are used to replicate land, air, sea and undersea systems to facilitate training and development.

The simulator components include the complete simulator, power distribution and control systems, computers and peripheral hardware, image generator and visual display systems, motion and control loading systems, sound systems and weapons systems.

The simulator elements include subjective tests and credit sequences which affect the operational performance of the simulator.

The outcomes of the performance evaluation include immediate fault finding and repair, scheduling the simulator for routine maintenance or calibration of simulator systems.

This unit was developed in a Defence environment but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, or as part of a team, with minimal supervision, while performing complex tasks, including complex problem solving, in a limited range of contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

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No licensing, legislative or certification requirements apply to this unit at the time of publication.

Competency Field

Simulator Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify evaluation requirement	1.1 Identify the type of simulator evaluation to be undertaken. 1.2 Identify the components and/or elements to be evaluated. 1.3 Consult simulator documentation. 1.4 Identify evaluation parameters to be met. 1.5 Prepare simulator for performance evaluation.
2. Undertake performance evaluation	2.1 Conduct performance evaluation. 2.2 Collect and collate evaluation data.
3. Analyse performance results	3.1 Conduct analysis of performance data. 3.2 Identify performance abnormalities. 3.4 Identify cause of performance variations. 3.5 Determine remedial action if necessary.
4. Finalise performance evaluation process	4.1 Complete certification and other documentation for future application. 4.2 Report abnormalities as required.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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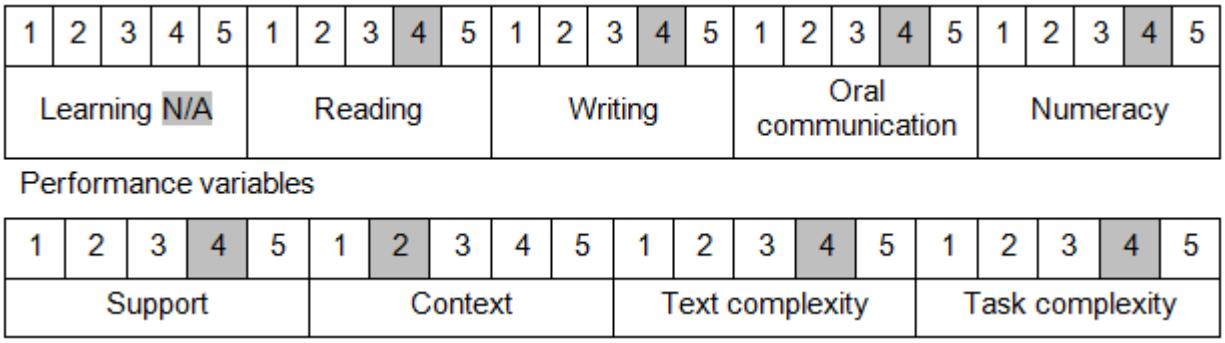
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFSIM007 Conduct simulator performance evaluation

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking research and analysis related to simulator operational performance
- following logical, complex analysis techniques
- using measuring instruments including thermal array recorders, sound analysers, light and chroma meters and acoustic calibrators
- following configuration management processes
- using tools including signal generators
- using appropriate information technology and software including at least one of proprietary simulator management databases, proprietary motion control loading system calibration software, proprietary sound analysis software and proprietary simulator performance test systems
- identifying, reviewing and analysing information that may impact on the simulator operational performance
- identifying simulator performance abnormalities
- determining simulator operational performance remedial action
- negotiating and communicating effectively with key stakeholders

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- operational capabilities and limitations of the relevant simulator
- simulator operating modules comprising the simulator system being worked on
- subjective tests and credit sequences which affect the operational performance of the simulator
- calibration methodologies related to the simulator being evaluated

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- legislative and regulatory requirements related to the simulator being evaluated
- organisational policy and procedures related to the relevant simulator
- configuration management related to the simulator being evaluated
- product knowledge related to systems and/or equipment in service

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFSIM008 Work effectively with simulator systems

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to analyse and apply a knowledge of simulator systems that is required to support a variety of applications including maintenance, fault finding, repair, and testing of simulators. This includes accessing and analysing relevant simulator systems information and implementing recommendations specific to simulator systems. In the context of this unit, simulators are used to replicate land, air, sea and undersea systems to facilitate training and development.

The application of simulator systems knowledge is specific to a variety of component processes in simulator operations, including simulator systems maintenance and support to simulator operations.

This unit was developed in a Defence environment but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, or as part of a team, with minimal supervision, while performing complex tasks, including complex problem solving, in a limited range of contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

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Competency Field

Simulator Operations

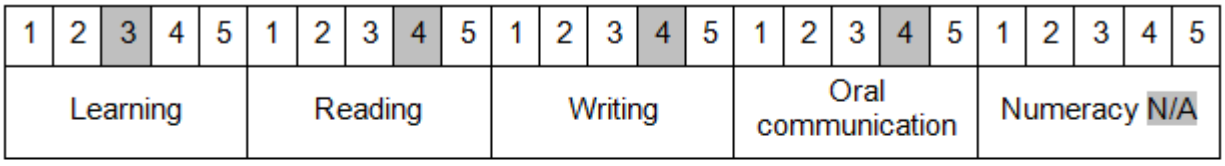
Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Access and analyse simulator systems information	1.1 Identify and obtain relevant simulator systems requirements. 1.2 Analyse obtained information to determine the relevance and application to the organisation. 1.3 Document outcomes of the analysis and determine relevant recommendations.
2. Apply simulation information to work processes	2.1 Apply simulator systems requirements and recommendations relevant to work. 2.2 Assess, review and record effectiveness of the recommendations. 2.3 Adjust and document recommendations for future application.

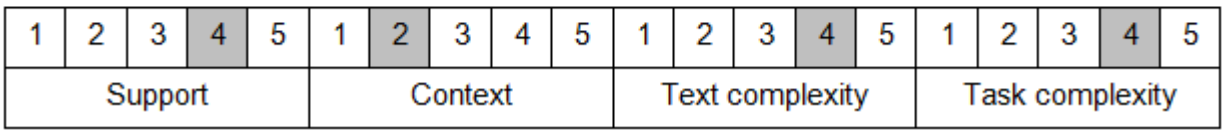
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Performance variables



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

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Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFSIM008 Work effectively with simulator systems

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying simulator systems knowledge relevant to work being performed
- following logical, complex analysis techniques
- using appropriate information technology and software
- identifying, reviewing and analysing information relevant to simulator systems
- interpreting organisation role relevant to simulator systems
- conducting research
- negotiating and communicating effectively with key stakeholders

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- capabilities and limitations of the relevant simulator
- simulator operating modules of simulator systems
- generic understanding of hosted software and hardware
- legislative and regulatory requirements related to simulator systems
- organisational policy and procedures related to the relevant simulator
- application of appropriate information technology and software
- logical complex analysis techniques
- research techniques

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFSIM009 Operate the simulator for testing purposes

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to operate the simulator for testing purposes following maintenance. The unit includes identifying the testing requirement, conducting the test and analysing the results, and the documentation and certification processes. In the context of this unit, simulators are used to replicate land, air, sea and undersea systems to facilitate training and development.

Testing includes particular component tests or complete simulator operational tests. The simulator components include the complete simulator or, power distribution and control systems, computers and peripheral hardware, image generator and visual display systems, motion and control loading systems, sound systems and weapons systems.

The outcomes of the test include immediate fault finding and repair or scheduling the simulator for routine maintenance.

This unit was developed in a Defence environment but may be relevant to others who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, or as part of a team, with minimal supervision, while performing complex tasks, including complex problem solving, in a limited range of contexts. They would use discretion and judgement and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

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Competency Field

Simulator Operations

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify testing requirement	1.1 Identify and confirm the type of simulator testing to be undertaken. 1.2 Identify the components to be tested. 1.3 Consult simulator documentation. 1.4 Identify test parameters to be met. 1.5 Prepare simulator for testing.
2. Undertake simulator tests	2.1 Carry out pre-start, start-up and shut-down procedures. 2.2 Conduct specified tests. 2.3 Act on and report monitoring systems warnings and alarms. 2.4 Collect and analyse test data. 2.5 Identify performance abnormalities. 2.6 Determine remedial action if necessary.
3. Complete the test sequence	3.1 Complete certification and other documentation for future application. 3.2 Report abnormalities as required.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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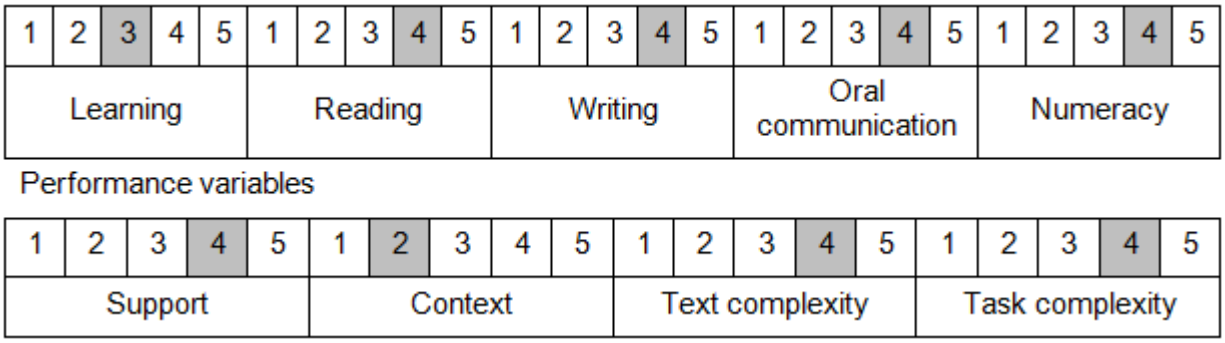
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFSIM009 Operate the simulator for testing purposes

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking research and analysis related to simulator operating procedures
- following logical, complex analysis techniques
- using appropriate information technology and software
- identifying, reviewing and analysing information that may impact on the simulator operational testing including mathematical outcomes
- identifying simulator test abnormalities
- determining simulator testing remedial action
- negotiating and communicating effectively with key stakeholders

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- operational capabilities and limitations of the relevant simulator
- simulator operating modules comprising the simulator system being worked on
- simulator operating procedures
- specified simulator tests
- complex analysis techniques
- legislative and regulatory requirements related to the simulator being evaluated
- organisational policy and procedures related to the relevant simulator
- product knowledge related to systems and/or equipment in service

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFSUR001 Catch aquatic animals in a survival situation

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFSU001B Catch aquatic animals in a survival situation. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to catch aquatic animals in a survival situation. This includes preparing improvised fishing resources and conducting fishing operations. The individual is not expected to be an expert fisherperson but rather to have sufficient skills and knowledge to obtain, where possible, a measure of sustenance from waterways to increase their chances of survival.

This unit was developed for Defence personnel but may be relevant to others.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would act autonomously, while performing concrete tasks, in a broad range of contexts which may be highly unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Survival

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare improvised fishing resources	1.1 Assemble improvised tackle from natural resources and basic survival resources (i.e. wire, fish hooks and fishing line). 1.2 Identify and prepare natural fish-stunning agents. 1.3 Bait tackle using locally acquired insects and animals appropriate to the type of aquatic animal being sought.
2. Conduct fishing operation	2.1 Choose location and timing of fishing operation to optimise the chances of success. 2.2 Apply basic fishing techniques to attract the desired aquatic animal to strike. 2.3 Land hooked aquatic animals. 2.4 Site and enhance tidal pools (includes making use of inlets, natural constrictions) to trap aquatic animals during tidal ranges. 2.5 Handle, dispatch, gut and fillet captured aquatic animals, and remove undesirable/poisonous animals from catch. 2.6 Examine guts to identify animals' preferred diet with the aim of targeting particular species and reinvesting offal and offcuts in ongoing fishing operations. 2.7 Implement techniques for maintaining aquatic animals in fresh condition until required for consumption.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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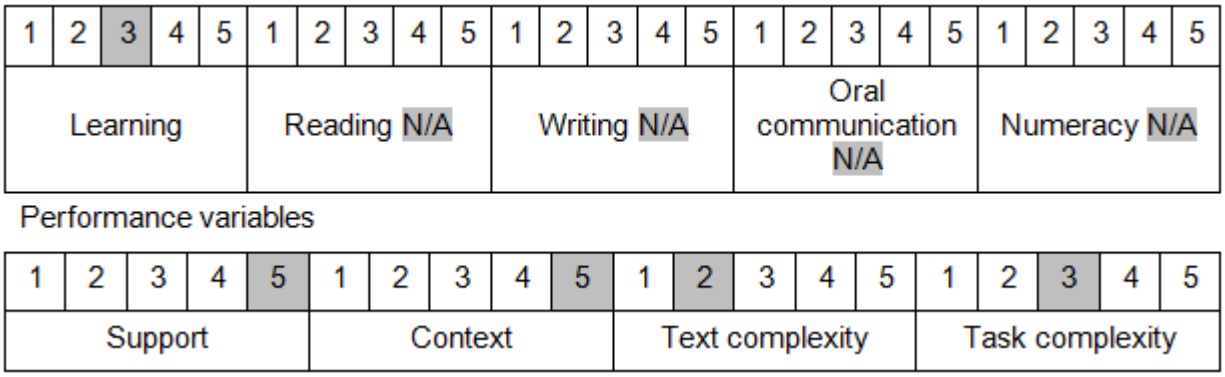
ACSF levels indicative of performance:



Performance variables

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFSU001B Catch aquatic animals in a survival situation.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFSUR001 Catch aquatic animals in a survival situation

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- siting an appropriate fishing location that optimises the chances of success
- siting and constructing a functional tidal pool of at least two square metres surface area
- maintaining a landed fish either by tethering or depositing in an enclosed pool
- recognising dangerous aquatic animals and predators

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- ciguatera poisoning signs and symptoms
- awareness of dangerous/poisonous aquatic animals and of predators

Assessment Conditions

Competency should be demonstrated over time in a range of fishing activities that could be expected in a survival situation. Competency must be assessed in a simulated workplace environment with access to a suitable assessment area, fish hooks (maximum of five) and fishing line (maximum of five metres).

Consideration must be given to holistic assessment with other survival units.

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While a person can demonstrate the ability to catch aquatic animals, doing so in a survival situation is crucial. Assessment under simulated survival conditions includes:

- food restrictions
- absence of normal living conditions and amenities
- significant period of time

Refer to advice in the companion volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFSUR002 Construct improvised weapons and equipment in a survival situation

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFSU002B Construct improvised weapons and equipment in a survival situation. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to use traditional techniques to construct and maintain improvised weapons and equipment in a survival situation. The individual is not expected to be an expert tool maker or craftsperson, but rather to have sufficient skills and knowledge to produce functional items of equipment that will increase their chances of survival.

This unit was developed for Defence personnel but may be relevant to others.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would act autonomously, while performing concrete tasks, in a broad range of contexts which may be highly unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Survival

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for the construction of improvised weapons and equipment	1.1 Determine required weapons (such as bolas, boomerang, spear) and equipment (such as bed, coolamon, digging stick, rock hammer, seat, table, traps and snares) to increase chances of survival and prioritise as appropriate to the situation. 1.2 Develop a basic plan for construction, including general design, labour and resource requirements of desired items. 1.3 Gather natural resources to meet the concept of design. 1.4 Make two-ply string from fibrous material for use in binding and securing.
2. Construct improvised weapons and equipment	2.1 Use heat to shape timber (induce and/or remove bends). 2.2 Cut notches, edges and settings into timber to fit and secure additional items. 2.3 Use heat to harden timber to prevent wearing, blunting and splitting. 2.4 Use knots and lashes to secure additional items. 2.5 Add padding using grasses and barks to survival equipment. 2.6 Weave or assemble baskets using natural resources to store survival items. 2.7 Maintain and preserve weapons and equipment using improvised preservation techniques, including plant and animal oils, saps and smoking.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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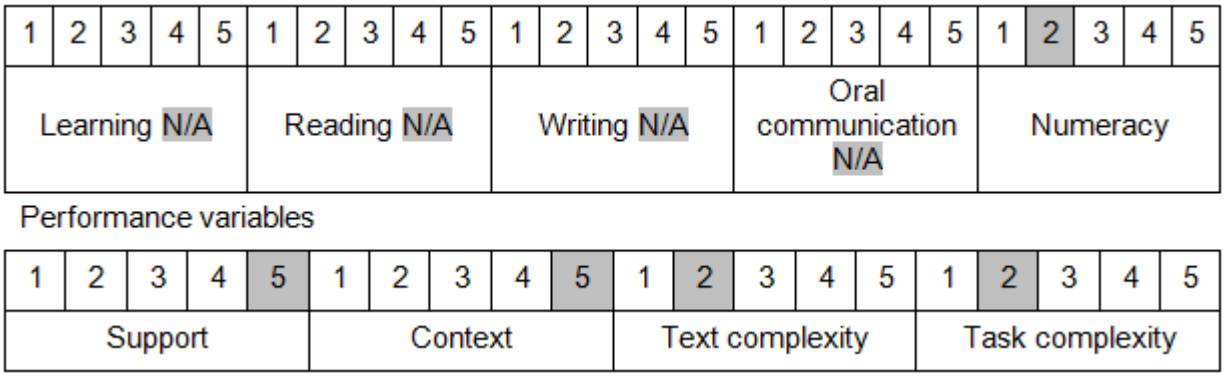
ACSF levels indicative of performance:



Performance variables

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFSU002B Construct improvised weapons and equipment in a survival situation.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFSUR002 Construct improvised weapons and equipment in a survival situation

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- sharpening and maintaining a knife
- tying knots and lashings/seizing/whipping
- maintaining a range of survival weapons and equipment
- producing a range of items according to the survival situation, but must include:
  - either digging stick:
    - length – minimum half user's body length
    - shaft diameter – minimum 2.5 centimetres
    - plumb – not greater than seven degrees off 'true' from point to end
    - point – fire hardened sufficiently to deny fingernail from making any marking/indentation
  - or spear:
    - length – minimum three-quarters user's body length
    - shaft diameter – maximum two centimetres
    - plumb – not greater than seven degrees off 'true' from point to end
    - point – fire hardened sufficiently to deny fingernail from making any marking/indentation
  - either bed:
    - length and width – must cover user's body when flat with arms by sides
    - height – must elevate user at least ten centimetres off the ground
    - level – must be level

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    - strength – must withstand weight of user and frame must remain rigid under user's movements
    - comfort – must have sufficient padding to prevent framework from unduly discomforting user
- or seat:
    - dimensions – seat must cover user's posterior
    - height – must elevate to user's knee level off the ground
    - level – must be level
    - strength – must withstand weight of user and frame must remain rigid under user's movements
    - comfort – must have sufficient padding (including bark, grass)to prevent discomfort through pressure of framework
    - improvised cordage:
    - six metres
    - minimum two-ply lay
    - capable of supporting twenty kilograms weight
    - maximum six millimetres diameter
- basket:
    - minimum side and bottom length twenty centimetres
    - carry handle attached
    - capable of securing survival items during travel

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- knife and weapon safety
- fire safety

Assessment Conditions

Competency must be assessed in a simulated workplace environment with access to a suitable assessment area, with natural resources and a knife.

Consideration must be given to holistic assessment with other survival units.

While a person can demonstrate the ability to construct improvised weapons and equipment, doing so in a survival situation is crucial. Assessment under simulated survival conditions includes:

- food restrictions

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- absence of normal living conditions and amenities
- significant period of time

Refer to advice in the companion volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFSUR003 Employ visual emergency signalling techniques in a survival situation

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFSU003B Employ visual emergency signalling techniques in a survival situation. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 3.3 revised

Application

This unit describes the skills required to employ visual emergency signalling techniques in a survival situation. The individual is not meant to be an expert signaller, but must demonstrate sufficient skills and knowledge to construct, maintain and employ functional emergency signalling devices to enhance their survival through the attraction of, and basic communication with, search and rescue (SAR) agencies.

This unit was developed for Defence personnel but may be relevant to others.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would act autonomously, while performing concrete tasks, in a broad range of contexts which may be highly unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Survival

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for construction of visual emergency signals	1.1 Assess available natural and artificial resources for their application in emergency signalling. 1.2 Examine local area and identify the ground that would afford optimum visibility to searchers but minimum physical effort to the survivor. 1.3 Observe and note sun's transit to determine the optimum placement of reflective signalling devices.
2. Prepare emergency signalling devices for use	2.1 Site and construct ground-to-air emergency signals using purpose signal marker panels and/or improvised markers to optimise visibility from the air. 2.2 Site and construct tinsel/Christmas tree devices using artificial resources to optimise visibility from the air. 2.3 Site and construct an emergency signal fire to optimise visibility from the air, considering the prevailing wind's effect (if any) on smoke trails. 2.4 Site and excavate shadow trenches, considering the sun's movement. 2.5 Prepare purpose-built signalling devices.
3. Employ visual emergency signals	3.1 Initiate an emergency signal fire and utilise fuel to maximise the visual signature. 3.2 Attract search aircraft attention by employing purpose-built signalling devices. 3.3 Interpret and respond to recognition and response signals from search aircraft.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading N/A					Writing					Oral communication					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFSU003B Employ visual emergency signalling techniques in a survival situation.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFSUR003 Employ visual emergency signalling techniques in a survival situation

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- selecting combustible and ‘smoking’ materials
- constructing, igniting and maintaining a fire
- siting and building a trench symbol, visible from the air at 2000 metres may be a simulated trench if ground is too hard.
- siting and constructing a tinsel tree, visible from the air at 2000 metres
- siting, constructing and maintaining the fuel and foliage stock for the fire
- lighting the fire so that it is well ablaze within 120 seconds and then generating smoke through the application of green foliage
- interpreting and responding to recognition and response signals from search aircraft, including :
  - I require your attention
  - message received and understood
  - message received but not understood
  - follow aircraft in same direction

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- air search/ground search procedures
- aircraft recognition and response/international distress signals

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Assessment Conditions

Competency should be demonstrated using a range of simulated visual emergency signalling techniques that could be expected in a survival situation with access to emergency signalling devices.

Consideration must be given to holistic assessment with other survival units.

While a person can demonstrate the ability to employ visual emergency signalling techniques, doing so in a survival situation is crucial. Assessment under simulated survival conditions includes:

- food restrictions
- absence of normal living conditions and amenities
- significant period of time

Refer to advice in the companion volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFSUR004 Erect a survival shelter using natural resources in a survival situation

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFSU004B Erect a survival shelter using natural resources in a survival situation. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 2.2 and 2.3 revised

Application

This unit describes the skills required to erect a survival shelter in a survival situation. The individual is not expected to be an expert in building construction, but rather to have the requisite skills and knowledge to identify the elemental threats to his/her survival such as sun, wind and rain, and to establish a survival shelter to provide the necessary protection. The shelter may take advantage of established natural features or may demand stand-alone construction from natural resources. This unit assumes that manufactured resources are not available.

This unit was developed for Defence personnel but may be relevant to others

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would act autonomously, while performing concrete tasks, in a broad range of contexts which may be highly unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Survival

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare resources for erection of survival shelter	1.1 Identify potential threat to personal survival posed by the elements and use natural features to provide immediate protection. 1.2 Optimise survival shelter's siting for protection from the elements and to minimise hazards to the survivalist, taking advantage, where possible, of existing natural resources. 1.3 Collect resources to construct survival shelter to maximise shelter strength and protection, while minimising physical effort.
2. Construct survival shelter	2.1 Construct traditional two-ply string for use in binding and securing. 2.2 Establish survival shelter's framework, taking maximum advantage of the strength of natural junction points such as forks, by using and binding with improvised cordage. 2.3 Protect survival shelter from wind and rain, using shingling (bark sections and large leaves) and thatching (bound grass and bundled grass) for roofing and siding.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading N/A					Writing N/A					Oral communication N/A					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFSU004B Erect a survival shelter using natural resources in a survival situation.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFSUR004 Erect a survival shelter using natural resources in a survival situation

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- tying knots and lashes
- constructing at least two shelters capable of withstanding a vertical or horizontal loading to the framework of 300N; that repels all water when twenty litres is poured along the top/leading edge of the structure to simulate rain; whose tiling and thatching remains adhered to the shelter under wind conditions of Beaufort scale 4 (11–16 knots)
- using and binding with improvised cordage including at least one of
  - animal skins/gut
  - bark strips
  - reeds and grasses
  - traditional two-ply string

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- priorities of survival
- threats to survival from elements

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Assessment Conditions

Competency must be assessed in a simulated workplace environment, including access to an appropriate remote survival area that has suitable natural resources and natural features; and a knife.

Consideration must be given to holistic assessment with other survival units.

While a person can demonstrate the technical ability to construct and maintain a shelter, doing so in a survival situation is crucial. Assessment under simulated survival conditions includes:

- food restrictions
- absence of normal living conditions and amenities
- significant period of time

Refer to advice in the companion volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFSUR005 Maintain physical and emotional health and fitness in a survival environment

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFSU005B Maintain physical and emotional health and fitness in a survival environment. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to demonstrate the personal qualities of resilience and resoluteness under the hardships that must be endured to survive at the individual level, as well as the interpersonal skills to optimise the survival opportunities of the team. This unit also includes the discipline to ration food and water despite constant hunger and thirst, and to undertake arduous tasks despite increasing levels of fatigue and the diminishing potential of rescue. Individuals must demonstrate a robust standard of physical health and a meticulous attitude to personal safety and hygiene.

This unit was developed for Defence personnel but may be relevant to others.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would act autonomously, while performing concrete tasks, in a broad range of contexts which may be highly unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Survival

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Maintain personal health and safety	1.1 Minimise threats of disease, distraction and discomfort. 1.2 Minimise threats posed by exposure to the sun. 1.3 Handle equipment safely to prevent cuts. 1.4 Immediately treat injuries such as cuts and burns. 1.5 Take opportunities to improve personal hygiene, including cleaning teeth, grooming, washing skin and clothes.
2. Maintain a healthy and safe environment	2.1 Treat fire with respect to prevent injury or ignition of campsite and surrounds. 2.2 Establish latrine and slaughter areas away from the camp area to prevent disease and attraction of disease carriers. 2.3 Clear camp area of rubbish and food scraps to prevent disease and attraction of disease carriers. 2.4 Maintain safe distances from potential animal dangers.
3. Optimise the chances of survival	3.1 Maintain a positive and proactive attitude towards the survival situation by constantly reinforcing the goal of rescue. 3.2 Contain personal fears and tensions and avoid allowing them to impact on others. 3.3 Provide positive and constructive input to the group to support agreement on the survival tasks and the priority and manner in which they will be conducted to maximise outcomes and minimise energy expenditure. 3.4 Accept and undertake survival tasks allocated by the team. 3.5 Consume available resources, as rationed by the team. 3.6 Identify signs of concern in others and provide reassurance accordingly to prevent deterioration of the individual and/or the group.

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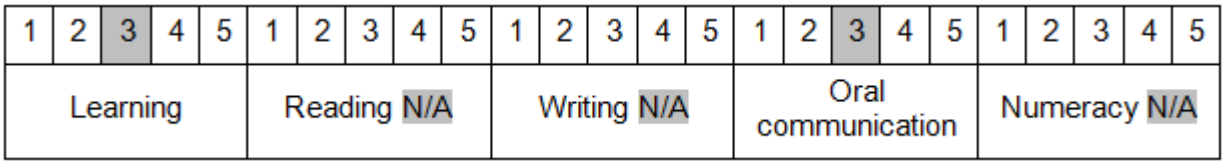
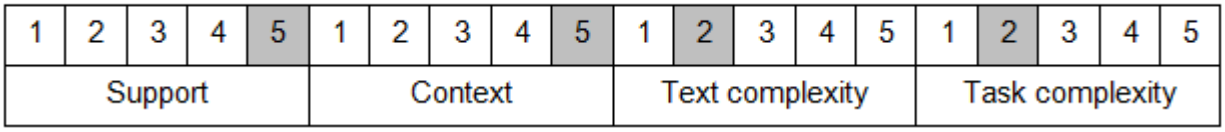
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Performance variables



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFSU005B Maintain physical and emotional health and fitness in a survival environment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFSUR005 Maintain physical and emotional health and fitness in a survival environment

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- maintaining personal health and fitness by cleaning and treating minor injuries
- maintaining a positive attitude

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- factors impacting on stress and personal health and fitness
- fire safety
- health and hygiene
- natural remedies provided by plant material
- safety in a survival situation

Assessment Conditions

Competency must be assessed in a simulated workplace environment (with access to a suitable assessment area), and in a team.

Consideration must be given to holistic assessment with other survival units.

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While a person can demonstrate the ability to maintain physical and emotional health and fitness, doing so in a survival situation is crucial. Assessment under simulated survival conditions includes:

- food restrictions
- absence of normal living conditions and amenities
- significant period of time

Refer to advice in the companion volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFSUR006 Navigate using celestial aids

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFSU012 Navigate using celestial aids. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.3, 5.2 and 6.2 revised • PC 3.3 and 3.4 merged

Application

This unit describes the skills required to navigate using celestial aids, by both day and night, to a destination, within standard tolerances of accuracy, without the use of the normal range of navigation aids.

This unit was developed for military personnel required to operate in a remote, deployed operational environment, but is applicable to any individual who is required to navigate using celestial aids. Alternatively, if an approximate position is known relative to a highway, waterway or coast, where either survival or rescue is better effected, the individual will have sufficient skills and knowledge to remain on a constant bearing and estimate distance travelled.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would act autonomously, while performing concrete tasks, in a broad range of contexts which may be highly unpredictable.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Survival

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Establish cardinal points by day using the sun	1.1 Construct a sun compass in an open and level area to record complete movement of the sun over a solar day. 1.2 Mark true north, associated cardinal points and the arc of the sun on the sun compass. 1.3 Mark true north and associated cardinal points using a quick shadow stick method (maximum of twenty minutes of solar transit) and making allowance for the deviation arising from early morning or late afternoon siting.
2. Establish cardinal points by night using celestial aids	2.1 Extrapolate the location of cardinal points by identifying and using celestial bodies. 2.2 Extrapolate the location of the celestial pole by identifying and using celestial bodies. 2.3 Extrapolate true south (or north) by using the celestial pole on the earth/sky horizon and by establishing a compass showing all cardinal points on the ground.
3. Employ improvised direction measuring techniques	3.1 Select appropriate direction of travel to optimise survival or rescue, after analysing the survival situation. 3.2 Construct an improvised protractor using a multi-folded sheet of paper and mark the desired angle of direction. 3.3 Use established cardinal points and directional markings on an improvised protractor to navigate towards a recognisable feature in the distance.
4. Employ improvised time measuring techniques	4.1 Estimate elapsed time by measuring the angle of a segment of the sun’s transit and applying an angle by rate calculation. 4.2 Estimate elapsed time by measuring the rotation of a celestial body around the celestial pole, and applying an angle by rate calculation.
5. Employ	5.1 Estimate distance by counting number of paces taken and

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improvised distance measuring techniques	applying a pace by length of pace calculation. 5.2 Estimate distance by travelling at constant estimated velocity walking pace of four km/h and applying a velocity by time calculation.
6. Determine overall position relative to start point and navigate back	6.1 Draw grid system using a standard scale on a sheet of paper, and mark cardinal points and start point. 6.2 Draw physical navigation movements as scaled vectors from the start point. 6.3 Aggregate individual navigation vectors to determine final position relative to the start point. 6.4 Determine return vector, including bearing and distance, to return to the start point.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading N/A					Writing N/A					Oral communication N/A					Numeracy				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFSU012 Navigate using celestial aids.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFSUR006 Navigate using celestial aids

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- identifying celestial bodies
- navigating
  - five kilometres within a solar day, which may be broken into legs of not less than one kilometre, but must include at least four legs, as part of a navigation circuit; on completion, navigators are to submit a vector diagram detailing their final position relative to their start point accurate to within 10% (of distance and direction)
  - five kilometres within eight hours at night, which may be broken into legs of not less than one kilometre, but must include at least four legs, as part of a navigation circuit; on completion, navigators are to submit a vector diagram detailing their final position relative to their start point accurate to within 10% (of distance and direction)
- locating cardinal points and true north
  - by day: make adjustments for the shadow arc, dependent upon the time, when using only a partial segment of a solar day (maximum twenty minute fix) to locate the cardinal points; and to indicate true north to within 10% with a sun compass, using a twenty minute fix
  - by night: implement contingency skills when there is partial cloud in the night sky; and to employ five different celestial body indication techniques to locate the cardinal points, either directly or through extrapolation via the celestial pole

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Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- angles (in degrees)
- basic physics (velocity/distance/time)
- cardinal points (magnetic and true)
- earth's orbit and rotation in relation to the sun and night sky, including the celestial pole phenomenon
- mathematical calculations including:
  - distance travelled:
    - velocity x time
    - pace length x number of paces
  - elapsed time:
    - rate of (apparent) movement of sun (15 degrees/hour x solar angle subtended)
    - rate of (apparent) movement of night sky around the celestial pole (15 degrees/hour x angle subtended by nominated celestial body)
    -

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations. Competency must be assessed in an area that has an unmodified landscape, with access to pen and paper.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFSUR007 Preserve and cook foodstuffs in a survival situation

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFSU007B Preserve and cook foodstuffs in a survival situation. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to preserve and cook foodstuffs in a survival situation. This unit also covers the prudent management of food assets and implementing personal measures to minimise energy expenditure to enhance survival chances. The individual is not expected to be a camp chef, but rather to possess sufficient skills and knowledge to obtain, where possible, a measure of sustenance from the environment through cooking, or preserving for longer-term consumption.

This unit was developed for Defence personnel but may be relevant to others.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would act autonomously, while performing concrete tasks, in a broad range of contexts which may be highly unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Survival

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Preserve and cook flora and fauna	1.1 Apply testing procedures to unknown flora to identify their fitness for consumption. 1.2 Remove harmful components of animal and vegetable foodstuffs. 1.3 Use improvised cooking techniques to prepare animal and vegetable foodstuffs for consumption to reduce the chances of acquiring parasites and germs. 1.4 Use improvised preserving techniques to preserve animal and vegetable foodstuffs to allow long-term storage without any harmful organisms spoiling the foodstuff.
2. Manage food resources	2.1 Implement energy management techniques to minimise unnecessary wastage. 2.2 Ration foodstuffs in accordance with survival requirements.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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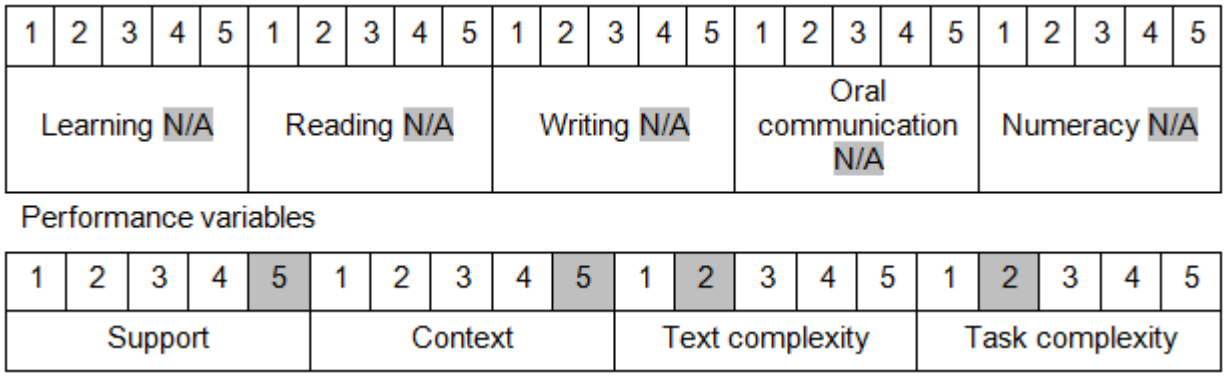
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFSU007B Preserve and cook foodstuffs in a survival situation.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFSUR007 Preserve and cook foodstuffs in a survival situation

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using improvised cooking techniques for at least one animal and at least one vegetable foodstuff by two of the following methods on different meal occasions:
  - roasting
  - earth oven
  - boiling
  - grilling/frying
- applying safety principles to ensure potential parasites and other organisms are destroyed by cooking, without destroying the foodstuff by burning or overcooking
- preserving foodstuff for at least one animal and at least one vegetable foodstuff quantity sufficient for at least two separate survival meals by two of the following methods:
  - drying
  - smoking
  - salting
- using curing techniques, making sure that maggot or bacterial infestation does not spoil the foodstuff (the preserved foodstuff should not suffer deterioration for two days [minimum] after curing, and must then be consumed by the survivor as part of their survival diet)

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Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- fire safety
- food testing procedures
- recognition of edible plants

Assessment Conditions

Competency must be assessed in a simulated workplace environment and demonstrated at least once in the test procedure for unknown flora and, as detailed, over a range of occasions for cooking and preserving that could be expected in a survival situation.

Consideration must be given to holistic assessment with other survival units.

While a person can demonstrate the technical ability to cook and preserve foodstuffs, doing so in a survival situation is crucial. Assessment under simulated survival conditions includes:

- food restrictions
- absence of normal living conditions and amenities
- significant period of time

Refer to advice in the companion volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFSUR008 Produce fire using improvised means in a survival situation

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFSU008B Produce fire using improvised means in a survival situation. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 2.1 revised

Application

This unit describes the skills required to initiate and maintain fire in a survival situation. Fire is one of the most critical survival resources because of the range of applications, from preventing hypothermia and sterilising water to initiating rescue signals. The individual is expected to produce fire from improvised means (which may include traditional means if there are no alternatives).

This unit was developed for Defence personnel but may be relevant to others.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would act autonomously, while performing concrete tasks, in a broad range of contexts which may be highly unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Survival

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for fire starting	1.1 Collect, dry and protect tinder. 1.2 Collect, prepare and store kindling. 1.3 Collect, prepare and store fuel (branches, logs) in a dry location.
2. Start and maintain fire	2.1 Site and prepare a fire-safe area, minimising threat to survivor effects and equipment and preventing escape of the fire into surrounding vegetation. 2.2 Use improvised means to start fire. 2.3 Prevent fire from extinguishing in all weather conditions.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning N/A					Reading N/A					Writing N/A					Oral communication N/A					Numeracy N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFSU008B Produce fire using improvised means in a survival situation.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFSUR008 Produce fire using improvised means in a survival situation

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- implementing fire safety
- producing fire from traditional means and friction
- nurturing the ember into a robust flame through the careful and sequential additions of tinder, kindling and fuel
- maintaining a fire continuously regardless of weather conditions
- demonstrating due regard to the safety of persons and equipment, and the surrounding environment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- fire safety
- hypothermia
- range of applications of fire in a survival situation

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Assessment Conditions

Competency must be demonstrated once under the range of methods detailed in the establishment of fire but the maintenance of fire should be assessed over time. Competency must be assessed in a simulated workplace environment in an appropriate assessment area with access to sufficient suitable dry organic material to start fires; friction method fire-starting resources including bootlace (as bow string); and a knife. Fire should be maintained in all weather conditions including rain.

Consideration must be given to holistic assessment with other survival units.

While a person can demonstrate the technical ability to start and maintain a fire, doing so in a survival situation is crucial. Assessment under simulated survival conditions includes:

- food restrictions
- absence of normal living conditions and amenities
- significant period of time

Refer to advice in the companion volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFSUR009 Trap and kill animals in a survival situation

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFSU009B Trap and kill animals in a survival situation. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.1, 2.6, 2.8 and 2.9 revised • PC 2.1, 2.2 and 2.3 merged

Application

This unit describes the skills required to trap and kill animals in a survival situation. The individual is not expected to be an expert trapper or butcher, but rather to have sufficient skills and knowledge to catch animals using trapping techniques, and to kill and butcher the animal including inspecting for signs of disease.

This unit was developed for Defence personnel but may be relevant to others.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would act autonomously, while performing concrete, tasks in a broad range of contexts which may be highly unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Survival

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Trap animals	1.1 Develop a capture plan including trap height, location and type, as well as means of attraction, by identifying animal signs and by interpreting drinking, eating, foraging, mating, and sleeping habits. 1.2 Acquire bait attractive to the targeted animal. 1.3 Create traps from natural resources. 1.4 Deploy and camouflage traps on likely animal travel routes. 1.5 Check traps regularly for captured animals.
2. Slaughter animals	2.1 Conduct slaughter humanely to cause minimum stress for the animal. 2.2 Skin or pluck carcass. 2.3 Hang carcass for butchering. 2.4 Butcher carcass by cutting edible portions (dressing) of meat and by removing internal organs. 2.5 Inspect offal for signs of disease. 2.6 Protect meat from the elements including flyblow, scavenging animals and the sun. 2.7 Maintain hygiene of the slaughterer. 2.8 Maintain hygiene of the carcass.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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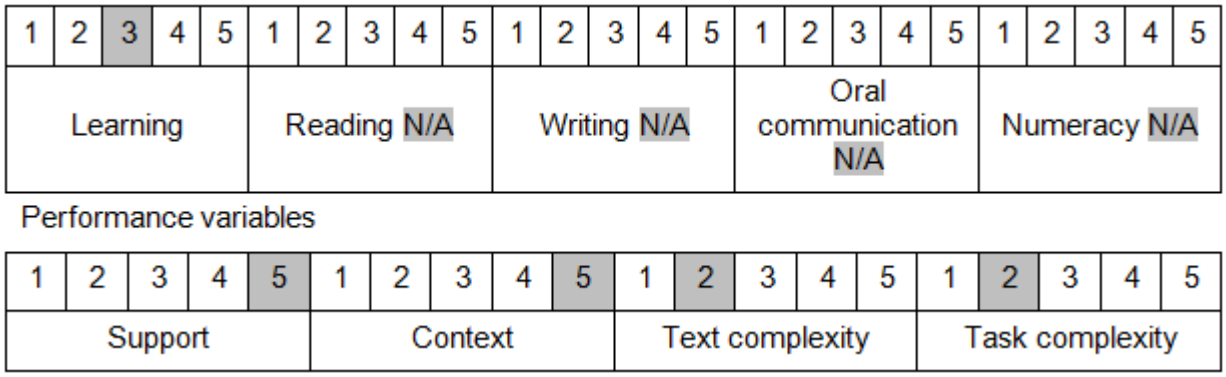
ACSF levels indicative of performance:



Performance variables

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFSU009B Trap and kill animals in a survival situation.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFSUR009 Trap and kill animals in a survival situation

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- demonstrating safe knife-handling
- constructing, siting, setting and camouflaging the following traps:
  - simple snare – focusing on the functionality of the snare and the fixing of the aperture
  - Fig 4 – focusing on the functionality of the mechanism
  - a frame – focusing on the functionality of the mechanism
- ensuring own safety
- efficiently despatching the slaughter
- removing offal and cuts of meat without rupturing the animal’s internal organs, thereby spoiling the meat
- examining carcasses for disease and parasites

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- basic animal anatomy
- hazards associated with animals

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Assessment Conditions

Competency must be demonstrated in a simulated workplace environment, with access to animals for slaughter. The candidate should have access to a knife as minimum equipment.

Consideration must be given to holistic assessment with other survival units.

While a person can demonstrate the technical ability to capture and kill animals, doing so in a survival situation is crucial. Assessment under simulated survival conditions includes:

- food restrictions
- absence of normal living conditions and amenities
- significant period of time

Refer to advice in the companion volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFSUR010 Locate, treat and manage water in a survival situation

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFSU010B Locate, treat and manage water in a survival situation. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 2.1, 2.2 and 2.3 revised

Application

This unit describes the skills required to locate, treat (for human consumption) and manage water in a survival situation. This unit also includes extracting water directly through evaporation, transpiration and desalination; filtering techniques; and treating foul water to render it potable. Of equal importance to optimising the input of water, is minimising the expenditure of water. Individuals will need to protect and ration their water assets and to implement measures to minimise water loss to increase their chances of survival.

This unit was developed for Defence personnel but may be relevant to others.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would act autonomously, while performing concrete tasks, in a broad range of contexts which may be highly unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Survival

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Locate and extract water	1.1 Discover water by recognising and investigating the likely locations and the indicators of water. 1.2 Collect water during periods of rain and high atmospheric moisture content. 1.3 Extract water from the ground through evaporation. 1.4 Extract water from vegetation using transpiration.
2. Prepare water for consumption	2.1 Filter water (i.e. clarify content, remove debris and large contaminants) using improvised filtration methods. 2.2 Make water safe for drinking using improvised desalinator system, including boiler (i.e. drum), collector (i.e. bag) and condenser (i.e. tube/pipe). 2.3 Taste and smell water to confirm it is safe for drinking.
3. Manage water resources	3.1 Store water using improvised storage receptacles. 3.2 Minimise loss of water by implementing water loss reduction management techniques. 3.3 Ration water in accordance with minimum daily requirements as per the survival situation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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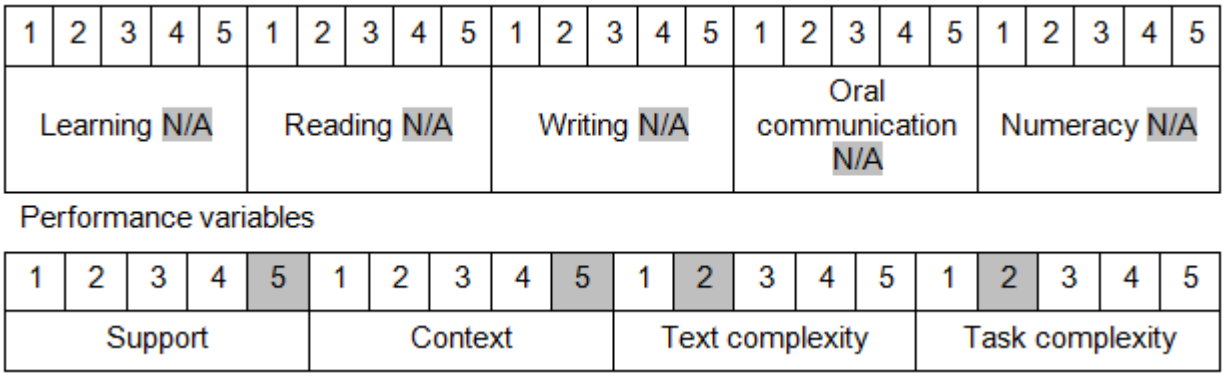
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFSU010B Locate, treat and manage water in a survival situation.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFSUR010 Locate, treat and manage water in a survival situation

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- assembling basic improvised equipment
- demonstrating extreme care in handling critical survival items
- extracting water through:
  - evaporation – a minimum of 20 millilitres of water in 24 hours through the use of a desert still
  - transpiration – a minimum of 200 millilitres of water in a solar day using a plastic (transpirator) bag (0.6 metres by 0.4 metres)
  - desalination – a minimum of five litres of potable water in 24 hours using the following:
    - a ten litre metal drum
    - plastic (transpirator) bag (0.6 metres by 0.4 metres)
    - pipe section (ten to twenty centimetres)

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- desalinator construction including:
  - drum
  - condensing tube
  - collecting device

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  - connections of the following to each other
  - cooling options for the condensing device
- desalinator non-compliant liquids
- transpirator non-compliant vegetation

Assessment Conditions

Competency must be assessed with access to improvised desalinator kits, the desalinator is to provide the only source of water for a minimum of two days unless safety/health reasons require additional supplementation. Competency must be demonstrated once in the evaporation and transpiration of water and competency must be demonstrated in the desalination and management of water, and minimisation of water loss, over a minimum of two days.

Consideration must be given to holistic assessment with other survival units.

While a person can demonstrate the technical ability to locate and treat water, the aspect of longer-term survival, i.e. management of water (including care of the desalinator), is crucial.

Assessment under simulated survival conditions includes:

- food restrictions
- absence of normal living conditions and amenities
- significant period of time

Refer to advice in the companion volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFSUR011 Survive at sea

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFSU011B Survive at sea. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.2 revised

Application

This unit describes the skills required to survive at sea and the immediate measures that would need to be taken upon exposure to the water, including both surface and underwater swimming, treading water, rigging improvised and purpose flotation devices, and adopting heat-loss minimisation positions. It also covers the use of purpose survival craft and equipment, including water procurement, food procurement and emergency signalling devices.

This unit was developed for Defence personnel but may be relevant to others. The context of this competency would typically be when a ship is sunk or an aircraft is downed over water. The survivor can be on their own or in a group.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would act autonomously, while performing concrete tasks, in a broad range of contexts which may be highly unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Survival

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Survive in the water	1.1 Use surface and underwater swimming techniques to escape from dangerous situations. 1.2 Enter water from a height and then surface. 1.3 Assume heat-retaining positions in the water as an individual and in a group environment. 1.4 Use improvised flotation devices to supplement buoyancy. 1.5 Fit personal flotation device (PFD) and maintain buoyancy through manual techniques.
2. Operate and maintain survival flotation craft and its resources	2.1 Deploy, inflate, right (upon inversion) and board survival flotation craft (multi-person or single-person life raft). 2.2 Escape from inside the survival flotation craft after inversion. 2.3 Rig survival flotation craft for protection from the elements and optimisation (or minimisation) of movement. 2.4 Inspect and maintain survival flotation craft throughout the survival period. 2.5 Manage survival resources. 2.6 Deploy and operate water and food procurement devices. 2.7 Operate signal equipment from the survival flotation craft. 2.8 Interpret and respond to recognition and response signals from search aircraft.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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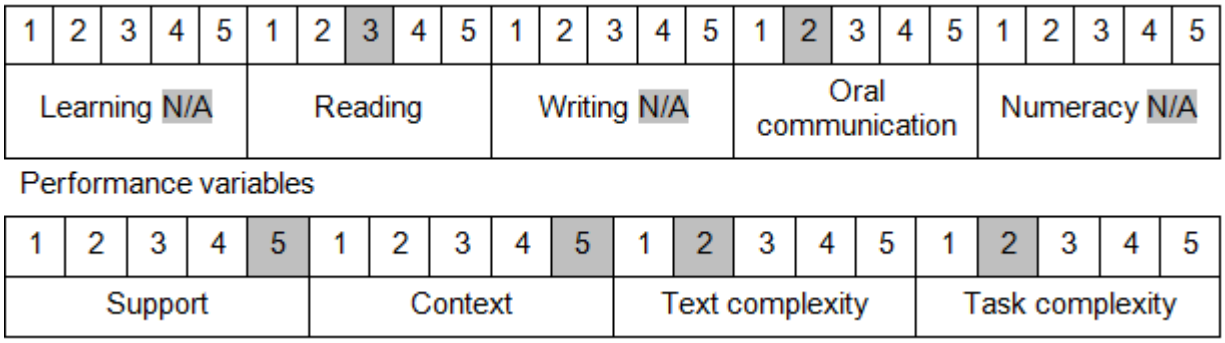
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFSU011B Survive at sea.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFSUR011 Survive at sea

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- fitting personal floatation devices
- using duck dive technique
- swimming 30 metres in clothing
- treading water for a minimum of five minutes in clothing
- adopting the HELP for at least ten minutes
- rigging and using two different improvised flotation devices for at least five minutes each
- surviving at sea over three hours using a multi-person raft by:
  - rigging the drogue
  - rigging the canopy
  - rigging water procurement devices including solar stills and reverse osmosis machines, and producing at least 300 millilitre of water
  - bailing
  - inspecting the craft
- rigging and employing the following signalling devices from the survival craft:
  - heliograph – accurately illuminating a target at least 300 metres away
  - sea marker dye – deploying a sea marker dye effectively and safely using prevailing currents to optimise signature
  - flare – employing a signal flare effectively without threatening persons or survival equipment
- use surface and underwater swimming techniques including at least one of:
  - duck diving
  - swimming while clothed

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  - treading water in location

- Deploy and operate water and food procurement devices including at least one of:
  - reverse osmosis machine
  - solar stills
  -

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- aircraft response signals
- emergency signalling
- heat-retaining position
- improvised flotation techniques

Assessment Conditions

Competency should be demonstrated over time in a range of situations that could be expected in a survival situation.

Competency must be assessed in a simulated workplace environment, with access to a suitable sea-survival area, buoyancy devices, signalling devices and life rafts. All aspects of competence must be tested as part of an unbroken continuum from entry into the water at the individual level to the boarding and conduct aboard a survival flotation craft.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFTRP001 Operate a vehicle in an environment of threat

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFTP001B Operate a vehicle in an environment of threat. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Element 1 reworded

Application

This unit describes the skills required to operate a vehicle in a work environment where there are a range of threats to the security of the vehicle and driver. These threats may include actions by an adversarial or enemy force targeted at destroying the vehicle and driver. The focus of the threat may be towards disablement of the driver, vehicle and/or load and may be carried out using a range of weapons from the ground and/or the air.

This unit was developed for military drivers in a threat environment but is applicable to any individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under direct and indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform routine tasks in a broad range of unpredictable contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Transport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Camouflage and conceal a vehicle	1.1 Obtain specialist equipment appropriate to the task and check for serviceability. 1.2 Prepare vehicle for tactical employment and operational driving in a threat environment. 1.3 Camouflage vehicle from observation, surveillance and detection. 1.4 Conceal vehicle and its signature from observation, surveillance and detection using natural and artificial resources.
2. Apply tactical deployment drills and contingency actions when driving in a threat environment	2.1 Drive vehicle singularly and in convoy in a threat environment. 2.2 Deploy vehicle tactically during halts. 2.3 Employ vehicle contingency actions when threatened.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Learning NA	Reading NA	Writing NA	Oral communication	Numeracy NA

Performance variables:

1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Support	Context	Text complexity	Task complexity

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFTP001B Operate a vehicle in an environment of threat.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFTRP001 Operate a vehicle in an environment of threat

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- preparing a vehicle for operational driving
- driving a vehicle under operational conditions
- following instructions/directives and verbally reporting information
- selecting halt and hide positions that make best use of the natural terrain and vegetation, and provide maximum concealment
- occupying halt and hide positions, optimising the position of the vehicle and the timely application and erection of camouflage
- applying procedures for camouflaging a vehicle, including use of natural vegetation and artificial aids including camouflage nets and support sets that allow emergency redeployment of the vehicle without entanglement
- reducing vulnerability through preparation of the vehicle, the use of camouflage and concealment, and the application of contingency actions that minimise risk
- carrying out contingency actions to prevent or minimise damage to the person, the vehicle and the load, both when travelling alone and in convoy with other vehicles when in a threat environment
- applying counter surveillance doctrine and procedures and the employment of operational driving techniques, in driving both a light and medium vehicle, carrying both general cargo and personnel, in a simulated operational environment

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Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- tactical deployment procedures including convoy driving procedures and actions at a halt and occupation of a hide or administrative position
- threats to vehicle security, observation and detection
- contingency actions

Assessment Conditions

Competency should be assessed carrying both general cargo and personnel. While assessment will normally be conducted as a team activity involving a number of vehicles and drivers, evidence of individual performance should be gathered on operational driving, the tactical deployment of vehicles, the use of camouflage to prevent observation and detection, and the employment of contingency actions including counter-ambush and counter-air attack. Most assessment tasks require the cooperation and assistance of other team members, therefore the ability to work as part of a team should be included in the overall assessment.

Assessment should be sequential from the actions of the individual on the receipt of instructions for movement through to the employment of contingency actions. Given that most of this unit of competency is based on the application of drills and procedures the assessment will be conducted primarily through the observation of practical skills. Errors detected in performance can be used to prompt a more detailed examination of a particular knowledge or skill and verbal and/or a written questioning of underpinning knowledge may complement practical assessments.

Competency should be demonstrated as part of a broader assessment activity involving the tactical deployment of drivers and vehicles over an extended period. Performance will need to demonstrate reacting to a range of threats and carrying out contingency actions on a number of occasions.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFTRP002 Operate a vehicle at night

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFTP002B Operate a vehicle at night. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to drive, navigate and direct a vehicle at night under field conditions using white, reduced and blackout lighting where the threat(s) by an adversary or enemy may prohibit the full use of normal vehicle headlights, tail lights and interior lighting. In these circumstances, to assist in the control, operation and navigation of the vehicle, the driver may use guides and other aids, including specialist ‘blackout’ lighting equipment fitted to vehicles.

This unit was developed for military drivers in a threat environment, but is applicable to any individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under direct and indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform routine tasks in a broad range of unpredictable contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Transport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare a vehicle for driving at night	1.1 Conduct serviceability check of vehicle and any external aids to night driving. 1.2 Rectify and report any faults. 1.3 Configure vehicle for night driving.
2. Drive a vehicle at night	2.1 Drive vehicle at night using various types of lighting and external aids in different types of terrain, road and light conditions. 2.2 Respond to directions from a co-driver and a guide, both with and without the assistance of external aids. 2.3 Navigate vehicle at night using navigational equipment.
3. Direct a vehicle at night	3.1 Identify, obtain and check appropriate external aids for serviceability. 3.2 Rectify or report any vehicle faults. 3.3 Direct vehicle using external aids. 3.4 Retrieve and check aids and return external to storage area.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFTP002B Operate a vehicle at night.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFTRP002 Operate a vehicle at night

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- scanning terrain
- judging terrain, distance and speed at night
- driving a vehicle at night under normal lighting conditions
- manoeuvring a vehicle in confined spaces
- navigating a vehicle
- responding to directions when driving
- reading maps and using navigational aids
- driving and navigating a vehicle at night using white, reduced and blackout lighting
- acting as guide while using external aids
- preparing a vehicle for night driving then driving the vehicle under field conditions in a range of environments including cross country, and on tracks and formed roads utilising the three types of lighting under a range of lighting and driving conditions

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- WHS requirements for driving at night
- characteristics of night vision
- vehicle navigation
- vehicle signalling and directing techniques

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Assessment Conditions

Competency should be demonstrated as part of a broader assessment activity involving the tactical deployment of drivers and vehicles over an extended period.

Competency should be assessed progressively with the levels of complexity of driving with reduced lighting increasing i.e. the sequence should be white, reduced, then blackout. Activities should commence with the receipt of instructions for a night move. The individual should be assessed in the inspection and preparation of the vehicle for night driving.

Assessment under the particular light condition should test the individual's competence including the conduct of more complex tasks including manoeuvring in confined spaces with and without the use of guides and associated aids. Navigation may be assessed as part of a vehicle navigation exercise conducted under various lighting conditions driving cross country as well as on tracks and sealed roads.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFTRP003 Operate a vehicle over difficult terrain

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFTP003B Operate a vehicle over difficult terrain. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to prepare a vehicle and drive over difficult terrain, including cross country and other off road situations. This involves the application of low risk driving techniques, dealing with hazards, and the assessment (where necessary) and the safe negotiation of obstacles, including water courses such as rivers and streams. The driver must be able to deal with contingencies related to an emergency that may occur in the hazardous situations that may be encountered in driving over difficult terrain under field conditions.

This unit was developed for military drivers in a threat environment, but is applicable to any individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under direct and indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform complex tasks in a broad range of unpredictable contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Transport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare a vehicle for driving over difficult terrain	1.1 Conduct serviceability check of a vehicle for driving over difficult terrain. 1.2 Rectify and/or report any vehicle faults. 1.3 Configure vehicle for driving in difficult terrain.
2. Drive over difficult terrain	2.1 Conduct reconnaissance of the terrain to be traversed by map and/or visual observation identifying potential hazards, including entry and exit routes, obstructions and bypasses. 2.2 Plan task and discuss potential hazards and contingency actions with a supervisor. 2.3 Reconfigure vehicle and adjust the load as necessary. 2.4 Apply low risk driving techniques when driving over difficult terrain. 2.5 Apply vehicle contingency actions when required to deal with accidents and emergencies that may occur when negotiating hazards.
3. Refurbish vehicle	3.1 Inspect vehicle for damage after hazardous situations are negotiated and on completion of the task. 3.2 Rectify and/or report faults and damage to the supervisor. 3.3 Clean and reconfigure vehicle and load as necessary for standard driving conditions.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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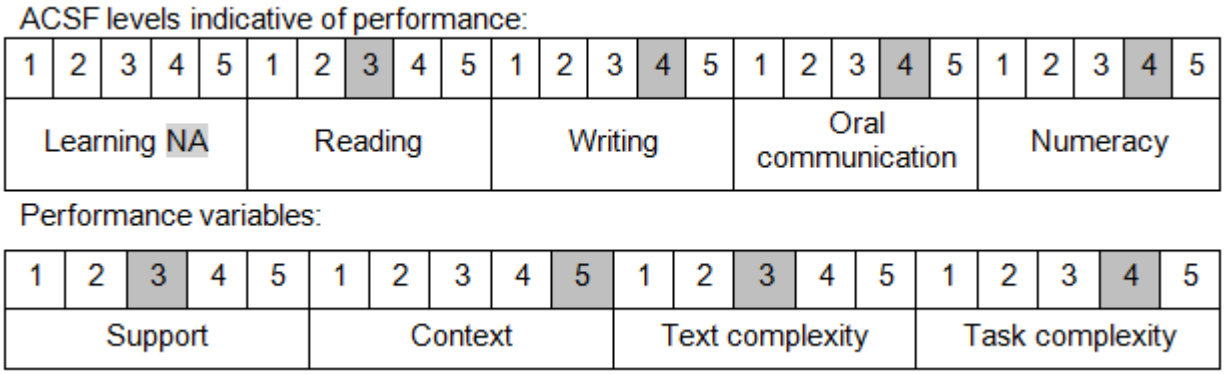

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFTP003B Operate a vehicle over difficult terrain.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFTRP003 Operate a vehicle over difficult terrain

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- carrying out contingency actions
- recovering a vehicle
- applying first aid
- evacuating injured people
- reading maps and use navigational aids
- conducting route reconnaissance and task planning
- driving a vehicle over difficult terrain including:
  - crossing a defile
  - crossing soft terrain
  - crossing a water obstacle
  - negotiating thick scrub
- dealing with contingencies including:
  - engine stall on a steep grade
  - breakdown of a vehicle while crossing a water obstacle
  - recovery of a vehicle from an obstacle
  - recondition a vehicle after driving in difficult terrain
- preparing and driving a vehicle over difficult terrain in a range of environments by day and night, and dealing with contingencies in hazardous situations
- applying sound judgement, this must be displayed in the analysis of difficult terrain to determine whether it is trafficable, and if so, what are the implications for vehicle preparation, safety of passengers and load planning

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Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- route and task planning
- obstacles and hazards
- vehicle capabilities

Assessment Conditions

Competency should be demonstrated over a time frame that allows for driving a vehicle over a variety of difficult terrain, encountering hazardous situations and applying contingency actions all under a range of field conditions.

Competency should be assessed using a number of practical assessments of driving over difficult terrain including inclines and declines (to the rated capability of the vehicle), waterways, thick scrub, defiles, sand and soft bottoms. Individuals should be assessed in each of these environs and then collectively over a ‘vehicle run’ in which a number of the types of difficult terrain, including watercourses, are encountered requiring a contingency response.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFTRP004 Operate a vehicle using night fighting equipment (NFE)

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFTP004B Operate a vehicle using night fighting equipment (NFE). • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to operate a vehicle, including all wheeled road transport vehicles, using night fighting equipment (NFE) as an aid to driving at night in limited or no light under field conditions. NFE is a collective term that refers to image intensification equipment. It is used by the driver in limited or no light conditions to enhance and improve natural vision at night, when other forms of lighting are prohibited by the operational situation. The driver is required to perform all of the standard driving activities using NFE including vehicle preparation, serviceability checks, driving and navigation. In addition, the driver, while dismounted, is required to direct another vehicle using hand signals.

This unit was developed for military drivers in a threat environment, but is applicable to any individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under direct and indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform routine tasks in a broad range of unpredictable contexts.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Transport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare a vehicle for driving at night using NFE	1.1 Inspect NFE for driving and set up. 1.2 Conduct serviceability check of the vehicle using NFE and rectify and/or report faults. 1.3 Configure vehicle for night driving using NFE.
2. Direct a vehicle using NFE	2.1 Identify, obtain and check appropriate NFE for serviceability. 2.2 Report any faults with NFE to appropriate personnel, rectify and/or return to store. 2.3 Direct vehicle as an external guide using NFE. 2.4 Retrieve and check NFE and return to storage area with any faults rectified and/or reported.
3. Drive a vehicle using NFE	3.1 Drive vehicle singularly and in convoy using NFE. 3.2 Respond to directions from an external guide while driving with NFE. 3.3 Navigate vehicle while driving with NFE. 3.4 Carry out contingency actions on failure of NFE.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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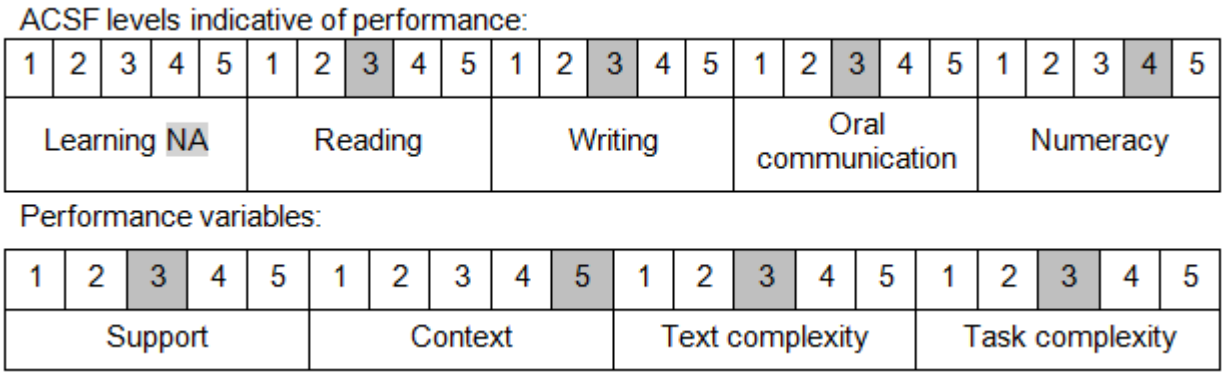

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFTP004B Operate a vehicle using night fighting equipment (NFE).

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFTRP004 Operate a vehicle using night fighting equipment (NFE)

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- driving a vehicle at night under a variety of lighting conditions
- reading maps and using navigational aids
- setting up NFE for night driving
- preparing, checking for serviceability, driving, directing and navigating the vehicle at night using NFE
- operating a vehicle both on roads and cross country and in convoy using NFE

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- NFE safety requirements
- characteristics of night vision
- characteristics and operation of NFE

Assessment Conditions

Competency should be assessed in operating with NFE as a complete activity commencing with the issue of instructions for a night move. The individual should conduct all preliminaries using NFE and complete a number of night driving tasks on both roads and cross country.

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The individual should be responsible for navigation along the route using NFE. During the assessment, the individual will be required to drive the vehicle in accordance with instructions from an external guide and then dismount and act as a guide for another vehicle.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFTRP005 Operate a multi-axle trailer

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFTP005B Operate a multi-axle trailer. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Element 1 reworded

Application

This unit describes the skills required to configure, load, tow, manoeuvre and unload a multi-axle trailer coupled to a wheeled vehicle authorised to tow this type of trailer. Multi-axle trailers in this context are used to transport wheeled and tracked vehicles, containers and items of general cargo in a range of operating environments.

This unit was developed for military drivers in a threat environment, but is applicable to any individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under direct and indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform routine tasks in a broad range of unpredictable contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Transport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare to tow a multi-axle trailer	1.1 Conduct serviceability check of the trailer. 1.2 Rectify and/or report faults. 1.3 Prepare and configure trailer to meet the requirements of the load/cargo. 1.4 Load trailer with different types of loads. 1.5 Secure and protect load.
2. Tow a multi-axle trailer	2.1 Couple and uncouple multi-axle trailer to a vehicle. 2.2 Tow multi axle trailer.
3. Refurbish a multi-axle trailer	3.1 Unload multi-axle trailer on completion of the task. 3.2 Conduct serviceability and damage checks. 3.3 Rectify and/or report faults.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	**3**	4	5	1	**2**	3	4	5	1	2	3	4	5
Learning NA					Reading NA					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	**3**	4	5	1	2	3	4	5	1	2	**3**	4	5	1	2	**3**	4	5
Support					Context					Text complexity					Task complexity				

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFTP005B Operate a multi-axle trailer.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFTRP005 Operate a multi-axle trailer

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- loading, restraining and protecting loads
- manoeuvring a trailer through a range of driving situations and road conditions
- monitoring and anticipating traffic hazards
- managing stressful and emergency situations
- operating medium and heavy vehicles and towing multi-axle trailers applying WHS requirements
- inspecting, loading, coupling/uncoupling, towing, manoeuvring and unloading a multi-axle trailer under a range of road transport operating conditions by day and night carrying different types of loads
- configuring a multi-axle trailer to suit the requirements of different types of loads and tasks
- loading and unloading a trailer with different types of loads and securing devices
- handling emergency situations
- demonstrating the ability to manoeuvre, brake, corner, reverse, push the trailer, overtake other vehicles and handle emergency situations.

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- WHS requirements for operating medium and heavy vehicles and towing multi-axle trailers

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- road traffic rules and regulations for operating medium and heavy vehicles and towing multi-axle trailers
- safe loading and restraint procedures and limits for trailers
- trailer coupling systems
- emergency situations that may require towing trailers

Assessment Conditions

Competency should be demonstrated under a range of road transport operating environments towing a multi-axle trailer carrying various types of loads. Assessment will need to be undertaken on a number of occasions to provide the individual with the opportunity to demonstrate competence in manoeuvring a loaded trailer in a range of contexts and conditions.

Competency should be assessed under a range of road and traffic conditions to assess performance in stressful conditions. The assessment should be conducted as part of a ‘long haul’ activity of extended duration loading and towing a number of types of cargo. The individual should be assessed in the interpretation of an instruction for a transport task requiring a multi-axle trailer, preparation and configuration of the trailer and the subsequent loading, restraint and protection of the load.

The individual should then be assessed in coupling a trailer and driving the vehicle which includes the requirement to manoeuvre, brake, corner, reverse, push, overtake other vehicles and handle emergency situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFTST001 Plan testing and evaluation processes

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFTE001A Plan testing and evaluation processes. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.3, 3.1, 3.3 and 3.4 revised • PC 4.2 and 4.3 merged

Application

This unit describes the skills required to plan a test and evaluation process which may be complex in terms of scope; degree of risk; environmental, political, cultural and social factors that apply; consequences of failure; and degree of control. It includes the requirement to identify the scope of the testing process, to determine the testing methodology and to prepare the plan.

This unit was developed for Defence test and evaluation workers, but is applicable to any individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under direct and indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform sophisticated tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Testing

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify testing requirements and undertake scoping	1.1 Analyse the need for testing. 1.2 Undertake definition study where necessary, to determine scope of testing process. 1.3 Complete scoping, identifying rationale for the testing that includes purpose and outcomes. 1.4 Identify and canvas stakeholders to ensure that their requirements are addressed in planning.
2. Determine testing methodology	2.1 Undertake research and analysis to identify impacts and risks, constraining factors and alternate options. 2.2 Analyse methodology technical feasibility, supportability and cost effectiveness and report outcome to key stakeholders. 2.3 Assess alternatives for testing design. 2.4 Identify and report preferred option that fits organisational requirements. 2.5 Consult relevant specialists to determine extent of potential risks. 2.6 Prepare business case and obtain approvals to proceed with test development.
3. Develop test and evaluation plans	3.1 Define aims, objectives and impacts in test plan and timeframes. 3.2 Identify resources to complete quality deliverables on time and within budget. 3.3 Determine test methods by consideration of resource constraints, environmental constraints, evidence requirements, existing capabilities and their compatibility with existing procedures. 3.4 Record testing outcomes in measurable and achievable forms. 3.5 Develop indicators to monitor test performance and seek agreement by relevant parties. 3.6 Investigate potential risks and identify them in the plan. 3.7 Establish a risk management process to analyse information and options.

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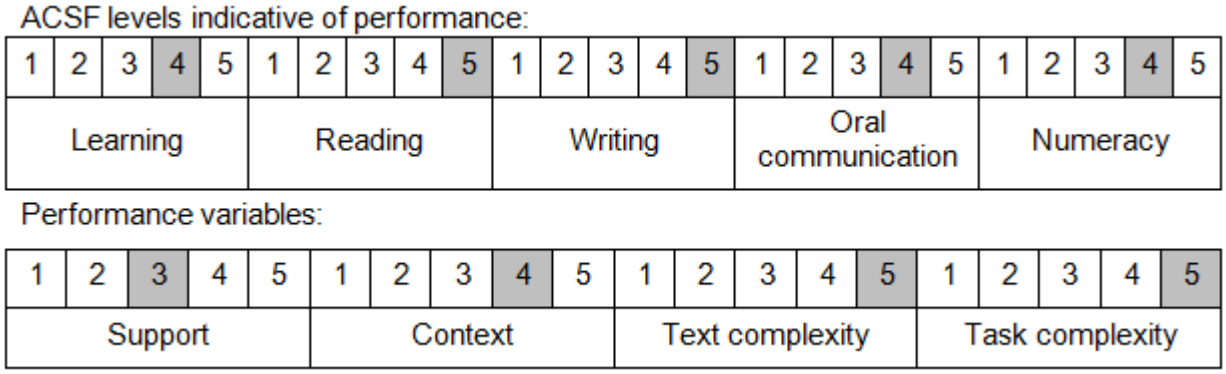
	3.8 Clarify and agree on skills, roles and responsibilities of team members and stakeholders, and identify reporting requirements. 3.9 Address management of test parameters in the plan and design evaluation criteria. 3.10 Design and document planning process utilising management tools, in accordance with test and users' requirements, in consultation with specialists.
4. Finalise test plans	4.1 Maintain security and confidentiality of data. 4.2 Promulgate and maintain test plans.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFTE001A Plan testing and evaluation processes.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFTST001 Plan testing and evaluation processes

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying risk management techniques
- negotiating timelines, roles and responsibilities with stakeholders and team members
- scheduling testing activities
- use planning techniques related to testing and evaluation that may be complex in terms of scope; degree of risk; environmental, political, cultural and social factors that apply; consequences of failure; degree of control
- using public relations strategies to promote and gain endorsement

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- approval processes
- integrated logistics support
- legislation, organisational policy and procedures that may impact on the test and evaluation process
- management tools suited to implementing testing processes
- organisational change management
- principles relating to the implementation phase of testing processes
- resource plans
- resource scheduling packages

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- test and evaluation implementation methods which may be complex in terms of scope; degree of risk; environmental, political, cultural and social factors that apply; consequences of failure; degree of control
- work breakdown structures (WBS)

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFTST002 Prepare testing and evaluation processes

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFTE002A Prepare testing and evaluation processes. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.6, 2.3 and 3.2 revised

Application

This unit describes the skills required to prepare for a test and evaluation process. It includes the requirement to establish the testing process, to integrate the testing processes and to develop, review and maintain the test plan.

This unit was developed for Defence test and evaluation workers, but is applicable to any individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under direct and indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform sophisticated tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Testing

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Establish test and evaluation processes	1.1 Confirm drivers for the test and evaluation with stakeholders. 1.2 Develop test plan in accordance with direction from Test and Evaluation Master Plan. 1.3 Determine test methods by consideration of resource constraints, environmental constraints, evidence requirements, existing capabilities and their compatibility with existing procedures. 1.4 Brief and negotiate with stakeholders to obtain endorsement for testing process. 1.5 Obtain resources. 1.6 Review and analyse scope and objectives. 1.7 Develop a strategy establishing work breakdown structures in order to implement testing process. 1.8 Identify and establish testing infrastructure. 1.9 Identify and establish safety systems and procedures. 1.10 Identify and obtain specialist and technical support relevant to the testing. 1.11 Maintain security and confidentiality of data. 1.12 Establish governance structure and processes as detailed in test plan.
2. Conduct start up activities	2.1 Refine test plans in consultation with steering committee and team members, and include precise details for schedules of activities, milestones and resources. 2.2 Establish and maintain required systems throughout the process in accordance with the complexity of the testing and in line with test plan. 2.3 Confirm team members' understanding of testing and evaluation and commitment to fulfilling the requirements. 2.4 Confirm team members' roles and responsibilities for the duration of the process. 2.5 Utilise and apply management tools to achieve outcomes.
3. Manage test and	3.1 Integrate all aspects of testing and related processes and establish

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evaluation preparedness	links to ensure objectives are met in accordance with test plan. 3.2 Establish consultation and reporting mechanisms in accordance with test plan. 3.3 Consult with staff and contractors regularly to discuss progress and to ensure effective results. 3.4 Monitor integration, and review and amend management plans and any related contracts as appropriate, with results reported in accordance with mechanisms identified in test plan. 3.5 Establish ongoing progress monitoring processes against agreed milestones in accordance with test plan, to provide a measure of performance throughout the life of the testing process. 3.6 Plan and establish programmed review of objectives and achievement in accordance with test plan.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFTE002A Prepare testing and evaluation processes.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFTST002 Prepare testing and evaluation processes

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using management techniques related to testing and evaluation that may be reasonably complex in terms of scope; degree of risk; environmental, political, cultural and social factors that apply; consequences of failure; degree of control
- using management tools suited to implementing testing processes
- using public relations strategies to promote and gain endorsement

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- approval processes
- change management
- cost schedule control systems
- integrated logistics support
- legislation, organisational policy and procedures that may impact on the test and evaluation process
- management tools suited to planning testing and evaluation processes
- principles relating to the planning phase of testing and evaluation processes
- resource plans
- scheduling packages

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- test and evaluation planning methods which may be reasonably complex in terms of scope; degree of risk; environmental, political, cultural and social factors that apply; consequences of failure; degree of control
- work breakdown structure (WBS)

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFTST003 Conduct testing processes

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFTE003A Conduct testing processes. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.4 & 1.5 merged • Element 1 one new PC

Application

This unit describes the skills required to conduct a testing process. It includes managing the testing process, capturing data and adhering to the test plan.

This unit was developed for Defence test and evaluation workers, but is applicable to individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under direct and indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Testing

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for and conduct tests	1.1 Obtain and comply with test plan. 1.2 Brief stakeholders and test participants. 1.3 Check and initiate safety systems and procedures. 1.4 Commence test and evaluation activities. 1.5 Perform qualitative and quantitative tests to observe and to measure relevant critical parameters. 1.6 Collect and record test data.
2. Monitor testing processes	2.1 Monitor and amend test plans based on changing circumstances in consultation with team members, and include precise details for schedules of activities, milestones and resources. 2.2 Monitor systems throughout the process. 2.3 Identify risks and apply the risk management process. 2.4 Apply management tools throughout the process to achieve outcomes. 2.5 Compare data with standards, charts and tables in order to meet compliance with required specification or test specific requirements. 2.6 Check initial analyses against test plan procedures when non-standard results are obtained. 2.7 Recognise and manage contingencies.
3. Finalise testing processes	3.1 Evaluate testing process, equipment performance and achievement against objectives and report initial results. 3.2 Maintain security and confidentiality of data. 3.3 Debrief stakeholders and test participants. 3.4 Forward test data for analysis. 3.5 Review and amend management plans and any related contracts as appropriate. 3.6 Conduct review of objectives and achievement and prepare outcomes for test report.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFTE003A Conduct testing processes.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFTST003 Conduct testing processes

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using management techniques related to testing that may be reasonably complex in terms of scope; degree of risk; environmental, political, cultural and social factors that apply; consequences of failure; degree of control
- using management tools suited to the conduct of testing processes
- using public relations strategies to promote and gain endorsement

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- approval processes
- change management
- contingency planning and management processes
- cost schedule control systems
- integrated logistics support
- legislation, organisational policy and procedures that may impact on the test and evaluation process
- management tools suited to the conduct of testing processes
- principles relating to the conduct phase of testing processes
- resource management
- scheduling packages

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- test and evaluation processes which may be reasonably complex in terms of scope; degree of risk; environmental, political, cultural and social factors that apply; consequences of failure; degree of control
- work breakdown structure (WBS)

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFTST004 Evaluate testing

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFTE004A Evaluate testing. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 3.3 and 3.4 merged • Element 1 one new PC

Application

This unit describes the skills required to evaluate the results of a testing process. It involves analysing data and solving complex problems where the information may not be obvious but can be determined by direct and logical reasoning.

This unit was developed for Defence test and evaluation workers, but is applicable to any individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under direct and indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Testing

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Assemble testing evidence	1.1 Comply with test plan. 1.2 Identify testing evidence. 1.3 Determine evaluation criteria. 1.4 Access testing evidence. 1.5 Verify data relevance and accuracy. 1.6 Rectify data errors.
2. Evaluate testing evidence	2.1 Assess evidence against estimations and expectations in accordance with evaluation criteria. 2.2 Identify trends in evidence and detail the significance of the trend. 2.3 Conduct data comparisons to determine the validity of outcomes in accordance with evaluation criteria. 2.4 Utilise management tools. 2.5 Determine test outcomes in conjunction with stakeholders.
3. Record and report testing outcomes	3.1 Record test outcomes and reasons for them. 3.2 Maintain security and confidentiality of data. 3.3 Report results and maintain records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

Unit Mapping Information

This unit supersedes and is equivalent to DEFTE004A Evaluate testing.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFTST004 Evaluate testing

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing and evaluating test evidence
- detailing requirements, writing recommendations and monitoring plans requiring precision of expression
- using management tools suited to the conduct of testing processes

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, organisational policies and procedures that may impact on the test and evaluation process
- management tools suited to the conduct of testing processes
- principles relating to the evaluation of testing processes
- test and evaluation processes which may be reasonably complex in terms of scope; degree of risk; environmental, political, cultural and social factors that apply; consequences of failure; degree of control

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFTST005 Produce test and evaluation reports

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFTE005A Produce test and evaluation reports. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to compile a report on a test and evaluation process. It includes determining the report structure and presenting results.

This unit was developed for Defence test and evaluation workers, but is applicable to any individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under direct and indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Testing

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Determine report structure	1.1 Collate input from stakeholders and test participants. 1.2 Analyse and select most appropriate communication means. 1.3 Select report structure and format. 1.4 Select categories and logical sequences of data, information and knowledge to achieve report objectives. 1.5 Develop overview of report structure and content.
2. Draft report	2.1 Collate, interpret and summarise data, information and knowledge to prepare text that satisfies report purposes and objectives. 2.2 Maintain security and confidentiality of data. 2.3 Include multimedia as appropriate to report purposes and objectives. 2.4 Identify and action gaps in required data and information. 2.5 Use language and writing styles appropriate to audience and that clearly reports purposes and objectives. 2.6 Use appropriate software to apply design elements to texts that satisfies report purposes and objectives. 2.7 Circulate draft report for comment to stakeholders and test participants.
3. Prepare and distribute final report	3.1 Incorporate amendments from comments. 3.2 Check grammar, spelling, punctuation and style for accuracy. 3.3 Approve report by stakeholders. 3.4 Produce and distribute report.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFTE005A Produce test and evaluation reports.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFTST005 Produce test and evaluation reports

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using application software suited to the reporting of testing processes
- using communication techniques related to reporting on testing that may be reasonably complex in terms of scope; degree of risk; environmental, political, cultural and social factors that apply; consequences of failure; degree of control
- using public relations strategies to promote and gain endorsement

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- application software tools suited to the reporting of testing processes
- approval processes
- communication processes
- legislation, organisational policy and procedures that may impact on the test and evaluation process
- principles relating to the reporting phase of testing processes
- test and evaluation processes which may be reasonably complex in terms of scope; degree of risk; environmental, political, cultural and social factors that apply; consequences of failure; degree of control

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFTST006 Analyse test data

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFTE006A Analyse test data. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.4 removed

Application

This unit describes the skills required to analyse data collected during a test and evaluation process. It includes establishing trends and relationships in the data, and establishing the acceptability of the data.

This unit was developed for Defence test and evaluation workers, but is applicable to any individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under direct and indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Testing

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Perform scientific calculations	1.1 Ensure consistency of raw data with expectations and reasonable ranges. 1.2 Calculate scientific quantities. 1.3 Determine calculated quantities and estimations. 1.4 Present results using the appropriate units, uncertainties and number of significant figures.
2. Analyse trends and relationships in data	2.1 Determine relationships between sets of data. 2.2 Prepare and analyse data to determine if a process is in control. 2.3 Identify possible causes for out of control condition.
3. Determine variation and/or uncertainty in data distributions	3.1 Organise raw data into appropriate frequency distributions. 3.2 Calculate statistical properties for ungrouped and grouped data. 3.3 Interpret statistical properties to determine characteristics of sample or population. 3.4 Calculate standard deviations and confidence limits for means and replicates. 3.5 Determine uncertainty in measurements using statistical analysis. 3.6 Determine data acceptability using statistical tests and organisational procedures.
4. Check for aberrant results	4.1 Identify results that cannot be reconciled with documentation, testing procedures and/or expected outcomes. 4.2 Determine appropriate actions in consultation with supervisor as required.
5. Maintain results	5.1 Store, retrieve and manipulate data following document traceability procedures. 5.2 Present results in an appropriate format. 5.3 Verify entry of data and results. 5.4 Maintain security and confidentiality of data. 5.5 Prepare reports in a format and style consistent with their intended use and organisational guidelines.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFTE006A Analyse test data.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFTST006 Analyse test data

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- completing mathematical calculations involving fractions, decimals, ratios, proportions and percent
- evaluating mathematical formulae
- interpreting scientific properties
- preparing and interpreting graphs and data

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics of a valid measurement
- procedures for data traceability
- procedures for maintaining and filing records, security of data
- procedures for verifying data and rectifying mistakes
- relevant scientific terminology
- sources of uncertainty in measurements

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFTST007 Apply knowledge of test and evaluation processes

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFTE007A Apply knowledge of test and evaluation processes. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to analyse and apply knowledge of test and evaluation processes. This includes the specific knowledge of test and evaluation processes required to support these areas. Applying knowledge of test and evaluation processes is specific to work undertaken by Defence personnel and may be included within a variety of areas such as management, acquisitions, audits, inspections, policy implementation, technical manual development, platform integration, configuration, staff processes, transport and inter-operability.

This unit applies to those working within Defence where knowledge of test and evaluation processes is necessary, but where the worker is not a test and evaluation practitioner.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under direct and indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. They would perform complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Testing

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Access and analyse relevant test and evaluation information	1.1 Identify and obtain relevant test and evaluation process, safety, legislative and statutory requirements. 1.2 Analyse obtained information to determine relevance and application to the organisation. 1.3 Formulate outcomes of the analysis and provide recommendations relevant to workplace requirements.
2. Implement recommendations specific to test and evaluation	2.1 Apply workplace requirements relevant to test and evaluation processes. 2.2 Determine work requirements while applying relevant recommendations. 2.3 Assess, review and record effectiveness of the recommendations. 2.4 Adjust recommendations, if required, and document for future application.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication NA					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFTE007A Apply knowledge of test and evaluation processes.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFTST007 Apply knowledge of test and evaluation processes

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing and evaluating information
- applying safety, legislative and statutory requirements relevant to test and evaluation
- interpreting organisational role relevant to test and evaluation
- applying knowledge of testing and evaluation processes to assist in work and to guide problem solving

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisational role relevant to test and evaluation
- safety, legislative and statutory requirements relevant to test and evaluation
- test and evaluation knowledge relevant to work being performed
- test and evaluation processes

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFVEH001 Conduct recovery vehicle operations in a field environment

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to undertake recovery of broken down vehicles and equipment, requiring the operation of specialist recovery vehicles and equipment.

It includes preparing for recovery vehicle tasks, dispatching the recovery vehicle to an incident site, retrieving disabled equipment and moving it to a place of repair. It also includes transporting disabled equipment and finalising recovery tasks.

This unit does not cover the extraction of disabled equipment by winching techniques, which is covered by DEFVEH002 Extract disabled equipment using winching techniques in a field environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit lead a small team to recover vehicles and equipment. Specialist recovery vehicles and equipment includes towing, lifting and winching equipment.

Persons must be capable of assessing recovery situations in remote environments and tasking personnel to complete operations in isolation from supervision or support.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Vehicle Recovery

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Prepare for recovery tasks	**1.1** Obtain and confirm orders and instructions
	1.2 Check and prepare recovery vehicle and equipment for deployment in accordance with organisational procedures
	1.3 Confirm and organise resources required for operational tasks
	1.4 Brief recovery crew about task in accordance with organisational procedures
	1.5 Report identified problems/shortfalls to appropriate personnel in accordance with organisational procedures so corrective action can occur prior to deployment
	1.6 Apply work health and safety (WHS)/occupational health and safety (OHS) requirements and recognised safety precautions throughout the operation in accordance with organisational procedures
	1.7 Identify, assess and implement environmentally sustainable work practices, as required
2 Deploy recovery equipment	**2.1** Deploy recovery vehicle to recovery site in accordance with organisational procedures
	2.2 Communicate effectively with relevant vehicle recovery activity stakeholders to ensure everyone is aware of recovery procedures
3 Recover disabled equipment	**3.1** Diagnose equipment casualty faults, where possible, to ensure efficient and cost effective recovery actions
	3.2 Assess recovery situation in accordance with organisational procedures to determine appropriate recovery method
	3.3 Assess safety risks associated with recovery task and implement control measures to ensure a safe working environment in accordance with organisational

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		procedures
	3.4	Brief on-site personnel, allocate tasks and supervise personnel in accordance with organisational procedures
	3.5	Complete recovery tasks in accordance with organisational procedures
	3.6	Respond to minor unplanned situations in accordance with organisational procedures, in a manner that minimises risk to personnel and equipment
	3.7	Report major incidents outside scope of vehicle recovery team capability to appropriate personnel
4 Transport disabled equipment	**4.1**	Secure disabled equipment to recovery vehicle in accordance with manufacturer instructions and organisational procedures
	4.2	Assess the stability and braking capability of recovery vehicle to ensure it is safe to transport disabled equipment
	4.3	Drive recovery vehicle to maintenance facility
	4.4	Manage unplanned incidents as they occur in accordance with organisational procedures
5 Finalise recovery tasks	**5.1**	Hand over equipment casualty to owner or recover further, as required
	5.2	Complete documentation, including reports and returns, in accordance with organisational procedures
	5.3	Supervise and conduct maintenance in accordance with organisational procedures
	5.4	Report faulty equipment and take corrective actions, as required
	5.5	Debrief recovery crew as required, in accordance with organisational procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFVH001A Conduct recovery vehicle operations in a field environment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFVEH001 Conduct recovery vehicle operations in a field environment

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- allocating appropriate materials and personnel to tasks
- applying relevant legislation and organisational policies and procedures
- applying safety, legislative and statutory requirements relevant to the recovery vehicle operations risk assessment
- assessing recovery situations in remote environments and tasking personnel to complete operations isolated from supervision or support
- communicating effectively in the workplace
- conducting vehicle operations taking into account the characteristics of the equipment casualty and recovery equipment when determining suitable recovery methods
- deploying recovery equipment appropriate for tasks and field environment
- directing, briefing, coordinating and monitoring personnel
- finalising recovery tasks
- identifying, interpreting and analysing risk assessment requirements relevant to recovery vehicle operations in a field environment
- interpreting instructions and directions
- operating specialist recovery vehicles and equipment
- performing a lift/tow recovery of a light and a medium/heavy rigid vehicle
- performing a trailer recovery involving a medium/heavy rigid vehicle (or equivalent)
- preparing for recovery tasks
- recovering and transporting disabled equipment
- solving task specific problems and unplanned events/incidence in accordance with organisational procedures.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- basic engineering principles including:
  - characteristics and capabilities of recovery vehicles and equipment

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    - material capabilities
    - theory of levers and pulleys
- basic vehicle mechanical principles
- common equipment casualty faults including:
    - damaged driveline
    - electrical system faults
    - engine/transmission faults
    - fuel system faults
- functions and responsibilities of team members
- maintenance requirements and procedures
- relevant minor problems, major incidents and unplanned situations risk mitigation organisational procedures
- recovery methods and procedures
- recovery vehicle and equipment specifications and capabilities
- relevant organisational policies and procedures including:
    - work health and safety (WHS)/occupational health and safety (OHS) procedures relevant to field recovery operations
- reporting requirements and procedures
- safety risk and precautions associated with recovery tasks.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in field environment operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated field environment operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- recovery vehicle, associated equipment and crew
- actual or simulated vehicle/equipment casualties
- applicable documentation including relevant organisational workplace procedures, publications, regulations, codes of practice and operation manuals.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFVEH002 Extract disabled equipment using winching techniques in a field environment

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to assess equipment and vehicles requiring recovery and to employ suitable winching techniques and procedures to extricate casualties utilising specialist recovery vehicles equipped with motorised winching equipment.

It includes operating winching equipment capable of extracting a range of vehicles and equipment that have become bogged or broken down due to terrain or environmental factors, and cannot be extracted by other means.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Typically, winching operations are conducted by persons acting independently or in charge of a small team, isolated from assistance or supervision. They exercise judgement and work within agreed safety procedures.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Vehicle Recovery

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Respond to call for assistance	**1.1** Obtain winching tasks and confirm details in accordance with operational requirements
	1.2 Assess tasks to determine equipment requirements
	1.3 Check and prepare recovery vehicle for task in accordance with organisational procedures
	1.4 Deploy recovery vehicle to casualty site in preparation to conduct task
2 Assess winching task	**2.1** Liaise with on-site personnel
	2.2 Assess equipment casualty to determine suitability for winching
	2.3 Inspect site, identify hazards and obstacles associated with winching, assess risks and implement control measures in accordance with organisational procedure
	2.4 Determine winching equipment requirements to extricate casualty and ensure suitable recovery vehicle and equipment for task
	2.5 Develop winching plan taking into account terrain conditions, requirements of casualty, site, recovery equipment and vehicle capabilities
	2.6 Determine and apply work health and safety (WHS)/occupational health and safety (OHS) requirements during winching operations in accordance with organisational procedures
3 Prepare for winching task	**3.1** Prepare equipment casualty for winching in accordance with winching plan
	3.2 Prepare winching equipment in accordance with winching plan
	3.3 Brief on-site personnel, allocate tasks and supervise personnel in accordance with organisational procedures
4 Extricate equipment casualty using winch	**4.1** Conduct winching process in accordance with winching plan
	4.2 Respond to minor unplanned situations in accordance with organisational procedures, in a manner that

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		minimises risk to personnel and equipment
	4.3	Seek assistance from appropriate personnel when major problems outside scope of vehicle winching team capability occur
5 Finalise winching operations	**5.1**	Hand over equipment casualty to owner or recover further as required to complete task
	5.2	Recover and inspect winching equipment for damage in accordance with organisational procedures
	5.3	Report unserviceable equipment and take appropriate actions in accordance with organisational procedures
	5.4	Maintain equipment in accordance with manufacturer instructions
	5.5	Compile documentation and make reports, as required
	5.6	Refurbish worksite in accordance with organisational procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to DEFVH002A Extract disabled equipment using winching techniques in a field environment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFVEH002 Extract disabled equipment using winching techniques in a field environment

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- allocating appropriate materials and personnel to winching task
- applying relevant organisational policies and procedures
- applying safety, legislative and statutory requirements relevant to winching risk assessment
- assessing site and winching risks and applying control measures
- assessing winching task
- briefing and supervising personnel
- communicating effectively in the workplace
- conducting a winching operation to extricate a light and a medium/heavy rigid vehicle
- conducting winching operations on ground that is soft enough to simulate the conditions encountered when winching bogged vehicles
- extricating equipment casualty using a winch
- finalising winching operations
- identifying, interpreting and analysing risk assessment requirements relevant to winching work being performed
- preparing for winching task
- providing reports and appropriate documentation
- responding to call for winching assistance
- solving problems relevant to winching task
- using motorised winches, winch ropes and associated fittings.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- basic engineering principles relevant to winching including:
  - characteristics and capabilities of recovery vehicles and equipment
  - material capabilities
  - theory of levers and pulleys
- basic vehicle mechanical principles

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- hazards associated with winching
- maintenance requirements and organisational procedures
- recovery methods and winching procedures
- relevant legislation and organisational policies and procedures
- reporting requirements and procedures
- organisational work health and safety (WHS)/occupational health and safety (OHS) requirements and procedures relevant to winching operations including:
  - personal protective equipment
  - safety distances
  - safety equipment
  - warning devices
- winching equipment manufacturer specifications.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- recovery vehicles and winching equipment
- actual or simulated equipment vehicle casualties
- applicable documentation including relevant organisational workplace procedures, publications, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFWDV001 Dive using self-contained underwater breathing apparatus in open water to 30 metres

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to dive using self-contained underwater breathing apparatus (SCUBA) in an open water environment to a depth of 30 metres.

It includes planning the dive (including using decompression tables); selecting, inspecting and fitting equipment; entering the water from a range of platforms; conducting descent to, and servicing time at, the required depth. It also includes ascending (including using decompression techniques), exit from the water to the original platform, and removing and refurbishing equipment.

This unit has been aligned with existing standards in the Australian Diver Accreditation Scheme (ADAS). It relates, in part, to the minimum standard for a diver using SCUBA to a depth of 30 metres. ADAS refers to this as ‘restricted’. Further experience is required to gain an ADAS ‘unrestricted’ rating.

This unit was developed for Defence divers but may be applicable to anyone in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently and perform specific tasks in a range of contexts that could be unpredictable.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Work Diving

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Prepare for a decompression dive	**1.1** Develop a dive plan using decompression tables and obtain supervisor's clearance in accordance with organisational procedures
	1.2 Select, fit and test equipment in accordance with manufacturer specifications
	1.3 Inspect equipment for serviceability, quarantine any unserviceable equipment and report defects to maximise diver safety
	1.4 Ensure independent safety check of fit and function of equipment is carried out by a diver's attendant or dive supervisor
2 Enter and exit the water	**2.1** Position markers in the water to identify presence of divers
	2.2 Conduct in-water leak test at the surface to ensure the integrity and functionality of equipment
	2.3 Adjust buoyancy to commence dive and as required throughout dive
3 Descend to, and ascend from, a 30 metres bottom	**3.1** Maintain measured and controlled breathing and finning
	3.2 Implement diving descent and ascent techniques, and decompression techniques in accordance with dive plan and safety procedures
	3.3 Monitor relevant risk factors throughout dive to manage threats and personal safety, in accordance with organisational procedures
	3.4 Recover spatial awareness when balance is lost under conditions of zero visibility
	3.5 Recover any lost and/or separated diver
	3.6 Maintain awareness of, and distance from, surface and sub surface hazards

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		3.7	Ensure minimal disturbance to bottom to enable maximum visibility and a safe work environment, in accordance with dive plan
		3.8	Undertake checks to ensure safety to surface
4	**Identify and manage dive-specific medical problems**	**4.1**	Recognise signs and symptoms of compression and/or decompression related problems in self and others, and take immediate corrective action in accordance with dive plan and safety procedures
		4.2	Recognise and manage heat and cold related problems in self or others and hazards, in accordance with dive plan and safety procedures
5	**Communicate underwater**	**5.1**	Inspect electronic communications device and accessories for serviceability and fit
		5.2	Transmit and receive messages using electronic communications devices in accordance with dive plan
		5.3	De-service and stow electronic communications device and accessories in accordance with manufacturer specifications
		5.4	Communicate non-verbally with other divers using hand signals, writing boards and standard single line signals, in accordance with dive plan
6	**Perform a simple navigation leg underwater**	**6.1**	Maintain compass bearing underwater
		6.2	Estimate and maintain distance for a constant swim rate underwater
		6.3	Estimate distance travelled in dive
7	**React to individual and group contingencies and/or emergencies**	**7.1**	Resolve flooded face mask and/or blocked mouthpiece by clearing and refitting
		7.2	Resolve failed primary breathing system and manage irrecoverable malfunctions in accordance with dive plan
		7.3	Manage lost and/or severed safety line/s, as required
		7.4	Manage significant systemic failures through ditching drill and emergency surfacing drill, in accordance with

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		dive plan and safety procedures
8	**Maintain equipment**	**8.1** Maintain equipment in accordance with manufacturer specifications
		8.2 De-service, test and stow post dive equipment
		8.3 Quarantine unserviceable equipment and report defects in accordance with organisational procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces but is not equivalent to DEFDV001B Dive using self-contained underwater breathing apparatus in open water to 30 metres.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFWDV001 Dive using self-contained underwater breathing apparatus in open water to 30 metres

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- acting as a relay between two callsigns
- applying relevant legislation, and organisational policies and procedures
- communicating verbally by radio and non-verbally through signalling methods
- compiling briefs and clear messages
- complying with assigned callsigns
- conducting decompression stops and requirements
- conducting unplanned decompression procedures arising from the onset of (simulated) compression related problems
- demonstrating situational awareness of position and orientation, equipment (including depth, time and air gauges), and other divers
- implementing emergency surfacing
- managing hazards during dives
- managing medical complications during dives and perceiving these in self and others
- navigating underwater, using a compass only, a complete triangle of side length not less than 30 m (way-points only to be distinguishable within 8 m)
- performing buddy breathing
- switching from primary to reserve air system
- taking necessary corrective action/s and managing a range of individual and group contingencies and/or emergencies.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- decompression calculations
- decompression tables to determine decompression time/s and depth/s for a range of dive profiles
- decompression techniques

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- dive equipment
- dive physics
- dive physiology and medicine including:
  - heat and cold illnesses
  - compression illnesses
  - decompression illnesses
- diving descent and ascent techniques
- general diving safety awareness including:
  - diving in harbours
  - diving in tidal waters, currents and tides
  - diving on and/or near a ship's bottom
  - lost/separated
  - entrapment/foul lines
  - marine animal threats
  - pollution/weeds
  - working in confined spaces
- general precautions to be taken against a range of hazards
- handling procedures for nonfunctional items
- line signals
- marine hazards including marine animal threats
- navigation theory
- oceanography
- principles of underwater communication systems and diver intercom systems, and their limitations
- radio frequency hazards
- radio telephone procedures (RTP)
- relevant hand signals
- relevant legislation, industry standards, and organisational policies and procedures
- safe operating ranges for airsupplies
- surfacing procedures including awareness of surface and sub-surface hazards.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational

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situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- ocean with a range of oceanic, diurnal and nocturnal environments
- applicable documentation including organisational procedures, decompression tables, regulations, codes of practice and operation manuals.

When practicable, assessment should relate to the diver's vocational focus.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFWDV002 Support SCUBA diving operations from the surface

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to support self-contained underwater breathing apparatus (SCUBA) diving operations from the surface by acting as a 'lazy shot/bailout operator' and/or diver's attendant in an open water environment.

It includes preparing bailout cylinder, rigging 'lazy shot' and attending to SCUBA (air) diver/s from the surface.

The lazy shot/bailout operator's purpose is to mark the required decompression depth (through the use of the lazy shot) for ascending divers to service their decompression requirements. As part of the lazy shot rig, additional supplies of air (bailout cylinders) are provided in the event that divers' personal supplies expire prior to surfacing. This can occur when multiple and/or lengthy decompression periods must be served.

The diver's attendant covers all aspects of assistance given to a diver in preparation for the dive, the conduct of the dive (such as managing and monitoring safety/communications lines) and the post dive refurbishment of equipment.

This unit was developed for Defence divers but may be applicable to anyone in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work under supervision and perform specific tasks in a range of contexts that could be unpredictable.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Work Diving

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Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Prepare bail-out cylinder and rig lazy shot	**1.1** Inspect and prepare lazy shot, cordage and bail-out cylinder
	1.2 Deploy and set lazy shot, cordage and bail-out cylinder at required depth for decompression stop, in accordance with dive plan
	1.3 Ensure adjustment for subsequent decompression stops in accordance with dive plan
	1.4 Re-stow lazy shot, cordage and bail-out cylinder
2 Attend to a SCUBA (air) diver from the surface	**2.1** Assist diver in fitting and inspecting dive equipment prior to undertaking dive
	2.2 Assist diver's entry into, and exit from, the water
	2.3 Ensure diver's equipment is confirmed for fit and absence of leaks on entering the water
	2.4 Manage diver's safety line throughout the dive
	2.5 Interpret and respond to all line signals between diver and supervisor
	2.6 Report diver's condition, position and progress to supervisor as required
	2.7 Assist diver from the surface during a poor visibility search
	2.8 Assist diver in the removal and stowage of equipment

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces but is not equivalent to DEFDV002B Support SCUBA diving operations from the surface.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFWDV002 Support SCUBA diving operations from the surface

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant industry standards, and organisational policies and procedures
- assembling equipment
- assisting a searching diver in poor visibility (less than 2 metres) in a parallel search
- diving using selfcontained underwater breathing apparatus (SCUBA) in open water to 30 metres
- measuring distance
- maintaining attention to diver throughout dives
- reading gauges
- relaying at least two messages from diver to supervisor
- rigging and setting lazy shot and bailout at appropriate depth/s
- transmitting at least two messages from supervisor to diver.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- dive equipment including:
  - bailout cylinder
  - lazy shot
  - SCUBA and associated equipment
- dive physics
- dive physiology and medicine including:
  - heat and cold illnesses
  - compression illnesses
  - decompression illnesses
- diving descent and ascent techniques
- general diving safety awareness including:
  - diving in harbours

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  - diving in tidal waters, currents and tides
  - diving on and/or near a ship's bottom
  - lost/separated
  - entrapment/foul lines
  - marine animal threats
  - pollution/weeds
  - working in confined spaces
- general boat awareness and safety
- line signals
- marine animal threats
- marine hazards
- oceanography
- relevant industry standards, and organisational policies and procedures including:
  - dive plan and/or instructions
  - emergency response.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, SCUBA equipment and personal protective equipment currently used in industry
- relevant documentation including organisational procedures, regulations, codes of practice and operation manuals.

When practicable, assessment should relate to the diver's vocational focus.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFWDV003 Act as a standby diver

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to act as a standby (air) diver in support of diving operations (from a platform and in water) in an open water environment.

It includes preparing and positioning required diving equipment and emergency resources; meeting the readiness states as detailed by the dive supervisor; maintaining communications with dive supervisor throughout the dive; and taking rapid steps to resolve incidents, ranging from resupplying emergency air reserves to locating and rescuing injured or unconscious diver/s.

This unit covers the Australian Diver Accreditation Scheme (ADAS) occupational grouping of standby diver.

This unit was developed for Defence divers but may be applicable to anyone in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently and perform specific tasks in a range of contexts that could be unpredictable.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Work Diving

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Prepare as a standby diver	**1.1** Inspect and don diving equipment for immediate readiness
	1.2 Confirm dive plan and reaction to incidents with dive supervisor
	1.3 Prepare and position emergency resources in accordance with dive plan
2 Operate as a standby diver	**2.1** Maintain situational awareness and status of deployed diver/s during dive operation
	2.2 Respond to incidents or unplanned situations in accordance with emergency response and dive plan
	2.3 Locate deployed diver via life line or float line
	2.4 Ferry emergency air supplies to submerged divers
	2.5 Recover unconscious diver in accordance with emergency response and dive plan

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces but is not equivalent to DEFDV003B Act as a standby diver.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFWDV003 Act as a standby diver

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant industry standards, and organisational policies and procedures
- assembling equipment
- interpreting orders and dive plan
- diving using self-contained underwater breathing apparatus (SCUBA) in open water to 30 metres
- locating and recovering an unconscious diver from a depth of 20 metres to the surface
- performing standby diver duties.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- dive equipment
- dive physics
- dive physiology and medicine including:
  - heat and cold illnesses
  - compression illnesses
  - decompression illnesses
- diving descent and ascent techniques
- general diving safety awareness including:
  - diving in harbours
  - diving in tidal waters, currents and tides
  - diving on and/or near a ship’s bottom
  - lost/separated
  - entrapment/foul lines
  - marine animal threats
  - pollution/weeds
  - working in confined spaces

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- general boat awareness and safety
- marine hazards including marine animal threats
- oceanography
- relevant industry standards and organisational policies and must include one of the following:
  - dive plan and/or instructions/orders
  - emergency response procedures/plan.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- ocean with a range of oceanic, diurnal and nocturnal environments
- relevant documentation including organisational procedures, regulations, codes of practice and operation manuals.

When practicable, assessment should relate to the diver’s vocational focus.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFWDV004 Dive using surface-supplied breathing apparatus in open water to 30 metres

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to dive using surface-supplied breathing apparatus (SSBA) in an open water environment to a depth of 30 metres.

It includes operating a surface-supply panel, and inspecting and operating SSBA equipment.

This unit has been aligned with existing Defence and Australian Diver Accreditation Scheme (ADAS) standards. It relates, in part, to the minimum standard for a diver using SSBA to a depth of 30 metres. ADAS refers to this as a Part 2 restricted qualification. Further experience is required to gain an ADAS Part 3 licence, based, in part, on SSBA diving to 50 metres.

This unit was developed for Defence divers but may be applicable to anyone in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently and perform specific tasks in a range of contexts that could be unpredictable.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Work Diving

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Operate a surface-supply panel**	**1.1**	Inspect surface-supply panel and associated equipment for serviceability and check all gauges to ensure they are in date
		1.2	Connect main and reserve air supplies and confirm supply
		1.3	Check seals and connections for integrity, correct function and correct line up
		1.4	Ensure each umbilical from the surface-supply panel is supplying a specific diver
		1.5	Perform operator level maintenance on surface-supply panel at the work site
		1.6	De-service surface-supply panel after use
2	**Conduct dive operations**	**2.1**	Select, inspect, fit and test SSBA in accordance with manufacturer specifications
		2.2	Conduct dive/s using SSBA and demonstrate dive contingencies in accordance with organisational procedures
		2.3	De-service SSBA and report defects in accordance with organisational procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

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Unit Mapping Information

This unit replaces but is not equivalent to DEFDV004B Dive using surface-supplied breathing apparatus in open water to 30 metres.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFWDV004 Dive using surface-supplied breathing apparatus in open water to 30 metres

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant industry standards, and organisational policies and procedures
- arranging for others to check equipment and maintain equipment during dive
- conducting inwater checks
- diving using self-contained underwater breathing apparatus (SSBA) in open water to 30 metres
- entering and exiting the water appropriate to the launch platform, equipment and conditions
- implementing contingency and emergency response plan
- preparing equipment for dive
- preparing surface control panel for dive
- recovering and clearing mask and mouthpiece
- switching from SSBA primary to reserve air system.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- dive physics
- dive physiology and medicine including:
  - heat and cold illnesses
  - compression illnesses
  - decompression illnesses
- diving descent and ascent techniques
- general occupational/diving safety awareness including:
  - diving in harbours
  - diving in tidal waters, currents and tides
  - diving on and/or near a ship’s bottom
  - lost/separated
  - entrapment/foul lines

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  - marine animal threats
  - pollution/weeds
  - working in confined spaces
- hazards to the umbilical
- marine hazards including marine animal threats
- oceanography
- relevant industry standards, and organisational policies and procedures
- safe operating ranges for air supplies
- SSBA dive equipment characteristics and limitations
- surface-supply panel characteristics and limitations.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, SSBA equipment and personal protective equipment currently used in industry
- ocean with a range of oceanic, diurnal and nocturnal environments
- relevant documentation including organisational procedures, regulations, relevant industry standards, codes of practice and operation manuals.

When practicable, assessment should relate to the diver’s vocational focus.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFWDV005 Dive using closed-circuit breathing apparatus (N2O2) in open water to a maximum depth of 40 metres

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to dive using closed circuit breathing apparatus (CCBA) (N2O2) in an open water environment to a maximum depth of 40 metres.

It includes operating the N2O2 compressor/handbooster pump, inspecting and operating CCBA (N2O2) equipment, and conducting CCBA (N2O2) specific contingency drills.

This unit applies to persons working as Defence divers but can be applied to others working in this field

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently and perform specific tasks in a range of contexts that could be unpredictable.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Work Diving

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes.	demonstrate achievement of the element.
1 Operate an N2O2 compressor/hand-booster pump	**1.1** Inspect compressor and associated equipment for serviceability
	1.2 Fit appropriate protective equipment in accordance with organisational procedures
	1.3 Connect leads and hoses to compressor
	1.4 Charge gas cylinders to maximum working pressure and record details in relevant logs in accordance with operational procedures
	1.5 Undertake operator level maintenance on compressor and report defects as required, in accordance with organisational procedures
	1.6 Re-stow compressor after use in accordance with operational procedures
2 Conduct dive operations	**2.1** Select, inspect and fit CCBA (N2O2), and conduct apparatus test prior to entering water and in water, in accordance with dive plan
	2.2 Use CCBA (N2O2) during dive operations and demonstrate relevant dive contingencies in accordance with organisational procedures and dive plan
	2.3 Undertake de-servicing of CCBA (N2O2) and report defects as required, in accordance with organisational procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

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Unit Mapping Information

This unit replaces but is not equivalent to DEFDV005B Dive using closed-circuit breathing apparatus (N2O2) in open water to a maximum depth of 40 metres.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFWDV005 Dive using closed-circuit breathing apparatus (N2O2) in open water to a maximum depth of 40 metres

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least 15 dives, with diver diving to a depth not greater than 40 metres using closed-circuit breathing apparatus (CCBA) (N2O2) in open water and include:

- applying relevant industry standards, and organisational policies and procedures
- arranging for others to check equipment
- conducting CCBA (N2O2) open water dive operations in accordance with dive plan during the day and at night
- conducting inwater apparatus checks
- handling nonfunctional equipment items
- maintaining equipment during dive operations
- monitoring CCBA (N2O2) equipment and gauges
- operating an N2O2 compressor/handbooster pump in accordance with manufacturer specifications.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- CCBA (N2O2) characteristics and limitations
- CCBA (N2O2) dive equipment specifications and limitations
- dive physics
- dive physiology and medicine including:
  - heat and cold illnesses
  - compression illnesses
  - decompression illnesses
- diving descent and ascent techniques
- general diving safety awareness including:
  - diving in harbours
  - diving in tidal waters, currents and tides

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  - diving on and/or near a ship's bottom
  - lost/separated
  - entrapment/foul lines
  - marine animal threats
  - pollution/weeds
  - working in confined spaces
- hazards of nitrox
- relevant industry standards, and organisational policies and procedures
- relevant occupational/diving safety awareness
- safe operating ranges for airsupplies.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and protective equipment currently used in industry
- ocean with a range of oceanic, diurnal and nocturnal environments
- relevant documentation including organisational procedures, regulations, codes of practice and CCBA (N2O2) operation manuals.

When practicable, assessment should relate to the diver's vocational focus.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFWDV006 Dive using closed-circuit breathing apparatus (O2) in open water to a maximum depth of 10 metres

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to dive using closed-circuit breathing apparatus (CCBA) (O2) in an open water environment to a maximum depth of 10 metres.

It includes operating the oxygen compressor/handbooster pump, inspecting and operating CCBA (O2) equipment, and conducting CCBA (O2) specific contingency drills.

This unit applies to persons working as Defence divers, but can apply to others working as work divers.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently and perform specific tasks in a range of contexts that could be unpredictable.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Work Diving

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes.	demonstrate achievement of the element.
1 Operate an O2 compressor/hand-booster pump	**1.1** Inspect compressor and associated equipment for serviceability
	1.2 Fit appropriate protective equipment in accordance with organisational procedures
	1.3 Connect leads and hoses to compressor
	1.4 Charge gas cylinders to maximum working pressure and record details in relevant logs in accordance with organisational procedures
	1.5 Conduct operator level maintenance on compressor in accordance with operational procedures
	1.6 Undertake de-service the compressor after use, in accordance with operational procedures
2 Conduct dive operations	**2.1** Select, inspect and fit CCBA (O2), and conduct apparatus test prior to entering water and in water, in accordance with dive plan
	2.2 Use CCBA (O2) during dive operations and demonstrate relevant dive contingencies in accordance with organisational procedures and dive plan
	2.3 Undertake activities to de-service CCBA (O2) and report defects, as required

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces but is not equivalent to DEFDV006B Dive using closed-circuit breathing

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apparatus (O2) in open water to a maximum depth of 10 metres.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFWDV006 Dive using closed-circuit breathing apparatus (O2) in open water to a maximum depth of 10 metres

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant industry standards, organisational policies and procedures
- arranging for others to check equipment
- conducting closed-circuit breathing apparatus (CCBA) (O2) dive operations in accordance with dive plan
- conducting inwater CCBA (O2) checks
- handling nonfunctional equipment items
- maintaining equipment during dive operations
- monitoring CCBA (O2) equipment and gauges
- operating an O2 compressor/handbooster pump in accordance with manufacturer specifications
- recovering and clearing mask and mouthpiece
- switching from primary to reserve air system.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- CCBA (O2) dive equipment specifications and limitations
- CCBA (O2) characteristics and limitations
- dive physics
- dive physiology and medicine including:
  - heat and cold illnesses
  - compression illnesses
  - decompression illnesses
- diving descent and ascent techniques
- general diving safety awareness including:
  - diving in harbours

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  - diving in tidal waters, currents and tides
  - diving on and/or near a ship's bottom
  - lost/separated
  - entrapment/foul lines
  - marine animal threats
  - pollution/weeds
  - working in confined spaces
- hazards of oxygen
- relevant industry standards, organisational policies and procedures
- safe operating ranges for airsupplies.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- ocean with a range of oceanic, diurnal and nocturnal environments
- applicable documentation including organisational procedures, regulations, codes of practice and CCBA (O2) operation manuals.

When practicable, assessment should relate to the diver's vocational focus.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFWDV007 Dive using closed-circuit breathing apparatus (HeO2) in open water to a maximum depth of 60 metres

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to dive using closed circuit breathing apparatus (CCBA) (HeO2) in an open water environment to a maximum depth of 60 metres.

It includes operating the HeO2 compressor/handbooster pump, inspecting and operating CCBA (HeO2) equipment, and conducting CCBA (HeO2) specific contingency drills.

This unit applies to persons working as Defence Divers but could also apply to others working as work divers.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently and perform specific tasks in a range of contexts that could be unpredictable.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Work Diving

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes.	demonstrate achievement of the element.
1 Operate an HeO2 compressor/hand-booster pump	**1.1** Inspect compressor and associated equipment for serviceability and report faults in accordance with operational procedures
	1.2 Fit appropriate protective equipment in accordance with organisational procedures
	1.3 Connect leads and hoses to compressor in accordance with manufacturer instructions
	1.4 Charge gas cylinders to maximum working pressure and record details in relevant logs in accordance with organisational procedures
	1.5 Conduct operator level maintenance on compressor and report faults, as required in accordance with organisational procedures
	1.6 Undertake activity to de-service compressor after use in accordance with operational requirements
2 Conduct dive operations	**2.1** Select, inspect and fit CCBA (HeO2), and conduct apparatus test as part of dive preparations prior to entering water and in water, in accordance with dive plan
	2.2 Undertake dive activities using CCBA (HeO2) and demonstrate relevant dive contingencies in accordance with organisational procedures and dive plan
	2.3 Undertake activity to de-service CCBA (HeO2) and report defects in accordance with operational procedures
	2.4 Maintain situational awareness of other divers during dive operations
	2.5 Conduct a mid-water casualty handover between an HeO2 standby diver and an air standby diver, in accordance with dive plan

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces but is not equivalent to DEFDV007B Dive using closed-circuit breathing apparatus (HeO2) in open water to a maximum depth of 60 metres.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFWDV007 Dive using closed-circuit breathing apparatus (HeO2) in open water to a maximum depth of 60 metres

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least four separate dives, with diver diving to a depth not greater than 60 metres using closed-circuit breathing apparatus (CCBA) (HeO2) in open water (oceans, seas, lakes and rivers) and include:

- applying relevant industry standards, and organisational policies and procedures
- conducting CCBA (HeO2) dive operations:
  - in open water to a maximum depth of 60 metres during the day and at night
  - in water time of 60 minutes
  - with a total accrued sub-surface time of 0–60 minutes
  - in a range of sub-surface conditions including:
    - a range of surface and sub-surface hazards
    - current (0–2 knots)
    - temperature (0 degrees +)
    - visibility (0 metre +)
- conducting unconscious companion diver drills in accordance with dive plan
- identifying changes in divers, including distress and illness at depth
- inspecting and preparing CCBA (HeO2) equipment and gauges monitoring CCBA (HeO2) equipment and gauges
- operating an HeO2 compressor/handbooster pump in accordance with manufacturer specifications.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- CCBA (HeO2) characteristics and limitations
- CCBA (HeO2) dive equipment specifications and limitations
- dive physics
- dive physiology and medicine including:

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  - heat and cold illnesses
  - compression illnesses
  - decompression illnesses
- diving descent and ascent techniques
- general diving safety awareness including:
  - diving in harbours
  - diving in tidal waters, currents and tides
  - diving on and/or near a ship's bottom
  - lost/separated
  - entrapment/foul lines
  - marine animal threats
  - pollution/weeds
  - working in confined spaces
- hazards of Heliox
- relevant diving safety awareness
- relevant industry standards, and organisational policies and procedures
- safe operating ranges for airsupplies
- standby diver responsibilities.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- oceans, seas, lakes and rivers with a range of conditions, and diurnal and nocturnal environments
- relevant documentation including organisational procedures, regulations, codes of practice and CCBA (HeO2) operation manuals.

When practicable, assessment should relate to the diver's vocational focus.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFWDV008 Employ hand tools in an underwater environment

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to use hand tools in an underwater environment.

It includes preparing appropriate hand tools for work task and inspecting them for serviceability, ensuring tools are secured on own body throughout dive, and employing tools during work task. It also includes recovering waste arising from work task and deservicing, maintaining and storing tools for ongoing use.

This unit relates, in part, to existing standards in the Australian Diver Accreditation Scheme (ADAS).

This unit applies to persons working as Defence divers but is applicable to all individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently and perform specific tasks in a range of contexts that could be unpredictable.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Work Diving

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Prepare hand tools	**1.1** Determine specific requirements for hand tools to meet work task and worksite requirements
	1.2 Develop a work plan that is consistent with dive plan
	1.3 Select and inspect hand tools and protective equipment, and report any faults
	1.4 Safely secure hand tools for transport to/from dive site
	1.5 Conduct a risk assessment of worksite hazards and take action/s to manage identified risks
2 Operate hand tools underwater	**2.1** Secure hand tools on self during dive for ease of accessibility, and lack of interference with mobility and dive equipment
	2.2 Establish a work safe area and confirm location and safety of divers prior to commencing work task/s
	2.3 Operate hand tools underwater in accordance with work plan
3 Maintain hand tools	**3.1** Minimise environmental impact arising from use of hand tools and recover waste products in accordance with dive plan
	3.2 Undertake activity to de-service hand tools and protective equipment after use

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

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Unit Mapping Information

This unit replaces but is not equivalent to DEFDV008B Employ hand tools in an underwater environment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFWDV008 Employ hand tools in an underwater environment

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include:

- applying relevant industry standards, organisational policies and procedures
- attending to personal and collective safety
- developing a work plan in agreement with dive plan
- employing hand tools underwater in accordance with work plan
- identifying hazards, assessing risks and implementing control measures
- inspecting hand tools and protective equipment
- maintaining hand tools
- using not less than four different hand tools in underwater work tasks for a total usage time of not less than 60 minutes across a number of work tasks.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- care of hand tools
- dive physics
- dive physiology and medicine including:
  - heat and cold illnesses
  - compression illnesses
  - decompression illnesses
- diving descent and ascent techniques
- general diving safety awareness including:
  - diving in harbours
  - diving in tidal waters, currents and tides
  - diving on and/or near a ship’s bottom
  - lost/separated
  - entrapment/foul lines
  - marine animal threats

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  - pollution/weeds
  - working in confined spaces
- identification of tool faults
- relevant dive equipment
- relevant industry standards, and organisational policies and procedures
- use of tools on land
- workplace hazards and risk mitigation procedures.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- ocean with a range of oceanic, diurnal and nocturnal environments
- relevant documentation including organisational procedures, regulations, codes of practice and operation manuals.

When practicable, assessment should relate to the diver’s vocational focus.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFWDV009 Conduct an underwater search of a ship's hull

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to conduct an exterior search of the underwater component of a ship’s hull.

It includes defining a ship’s hull search area and searching the underwater component of a ship’s hull.

This unit relates, in part, to existing standards in the Australian Diver Accreditation Scheme (ADAS). All information was correct at the time of development; however, any diver seeking ADAS accreditation should consult ADAS and not rely on the information contained in this unit.

This unit applies to persons working as Defence personnel with diving duties. But can apply to others working as work divers

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently in a small team and perform routine tasks in a range of contexts that could be unpredictable.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Work Diving

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Define search area of ship's hull	**1.1** Determine and analyse search task and worksite data to define search area
	1.2 Develop a search plan consistent with dive plan, ensuring scope addresses task requirements
	1.3 Prepare and position search control devices on ship's hull in accordance with search and dive plan
2 Refurbish search site	**2.1** Apply manual or visual search methods in accordance with visibility levels, search plan and task requirements
	2.2 Refurbish search site in accordance with search plan
	2.3 Recover, disconnect, refurbish and stow search control devices on completion of search activity

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces but is not equivalent to DEFDV009B Conduct an underwater search of a ship's hull.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFWDV009 Conduct an underwater search of a ship's hull

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant industry standards, organisational policies and procedures
- conducting an underwater dive to search ship’s hull in accordance with dive plan, organisational procedures and search plan
- locating an object (such as a mine) that is attached to a ship’s hull and is of a minimum underwater length of 30 metres during a search conducted under poor visibility (maximum of 0.5 metres) that demands the use of manual search techniques
- planning to conduct a ship’s hull manual search
- using search control devices in accordance with manufacturer specifications
- working safely throughout dive operation.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- dive equipment and search control devices
- dive physics
- dive physiology and medicine including:
  - heat and cold illnesses
  - compression illnesses
  - decompression illnesses
- diving descent and ascent techniques
- general diving safety awareness including:
  - diving in harbours
  - diving in tidal waters, currents and tides
  - diving on and/or near a ship’s bottom
  - lost/separated
  - entrapment/foul lines
  - marine animal threats

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  - pollution/weeds
  - working in confined spaces
- marine, ship and dive hazards
- oceanography
- relevant industry standards, and organisational policies and procedures
- relevant occupational/diving safety awareness
- relevant search device manufacturer specifications
- search techniques.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- a ship
- ocean with a range of oceanic, diurnal and nocturnal environments
- relevant documentation including organisational procedures, regulations, codes of practice and operation manuals.

When practicable, assessment should relate to the diver’s vocational focus.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFWDV010 Employ power tools in an underwater environment

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to use power tools in an underwater environment.

It includes operating a compressor, selecting appropriate tools for work task, inspecting them for serviceability and deservicing and storing tools. It also includes recovering waste arising from work task.

This unit relates, in part, to existing standards in the Australian Diver Accreditation Scheme (ADAS).

This unit applies to persons working as Defence Divers but is applicable to all individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently and perform specific tasks in a range of contexts that could be unpredictable.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Work Diving

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Prepare to use power tools under water	**1.1** Determine specific requirements for power tools in accordance with work task, worksite and work object requirements
	1.2 Develop a work plan consistent with dive plan
	1.3 Select and inspect power tools, protective equipment and compressor to meet task requirements
	1.4 Secure power tools, compressor, and associated leads and hoses for transport to/from dive site
	1.5 Assess access obstructions and other hazards, and manage risks as required
2 Operate power tools under water	**2.1** Secure power tools on self during dive for ease of accessibility, and lack of interference with mobility and dive equipment
	2.2 Determine safe route for leads and hoses for dive activity
	2.3 Determine work safe area and location and confirm safety of divers prior to commencing work task/s
	2.4 Operate power tools underwater ensuring management of their associated hazards
	2.5 Conduct operator maintenance at worksite on power tools, leads and hoses, as required
	2.6 Disconnect power tools temporarily and render safe to evaluate work task in accordance with operational procedures
3 Operate compressor	**3.1** Perform pre-start checks and connect hoses and leads in accordance with manufacturer instructions
	3.2 Develop pressure gradually without surging and stabilise compressor to establish required output
	3.3 Conduct routine operational checks, and diagnose and address any warning signs

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	3.4	Shut down compressor or conduct an emergency shut down procedure in accordance with dive plan
4 Conclude power tool operations	**4.1**	Minimise environmental impact arising from use of power tools and recover waste products in accordance with operational procedures
	4.2	Undertake activity to de-service equipment and compressor after use
	4.3	Complete equipment log book/s, as required

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces but is not equivalent to DEFDV010B Employ power tools in an underwater environment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFWDV010 Employ power tools in an underwater environment

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant industry standards, and organisational policies and procedures
- operating any four of the following power tools:
  - power wrench, including changing sockets on site, tightening and loosening nuts
  - drill, including drilling a hole in a steel plate and changing bits on site
  - disc cutter, including cutting steel or concrete and changing disc on site
  - jack hammer, including breaking concrete
  - chainsaw, including cutting wooden beams 230 mm x 100 mm
  - angle grinder, including cleaning and smoothing a fillet, chamfering a 12 mm plate and changing disc on site
  - scrubber, including cleaning 2 m2 of horizontal and vertical surface
- operating a pneumatic or hydraulic compressor must include one or more of the following:
  - connecting hoses and leads
  - connecting to power supply
  - adjusting output power
  - switching compressor on/off.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- dive equipment
- dive physics
- dive physiology and medicine including:
  - heat and cold illnesses
  - compression illnesses
  - decompression illnesses
- diving descent and ascent techniques
- general diving safety awareness including:

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  - diving in harbours
  - diving in tidal waters, currents and tides
  - diving on and/or near a ship's bottom
  - lost/separated
  - entrapment/foul lines
  - marine animal threats
  - pollution/weeds
  - working in confined spaces
- oceanography
- power tool equipment, compressor, hoses and leads for the power tools operated:
  - causes and remedies for surging
  - control of output
  - effects of temperature and compression ratio pressure/temperature relationships and effects on condensation (e.g. moisture and/or gas)
  - methods of resolving problems
  - principles of operation
  - physics of operation
- relevant industry standards, and organisational policies and procedures
- relevant workplace hazards
- use of compressor
- use of power tools.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- ocean with a range of oceanic, diurnal and nocturnal environments
- relevant documentation including organisational procedures, regulations, codes of practice

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and operation manuals.

When practicable, assessment should relate to the diver's vocational focus.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFWDV011 Perform non-technical structural inspections underwater

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to conduct underwater non-technical structural inspections, such as examining bridges, piers or ship hulls.

It includes preparing and conducting general qualitative underwear inspection (visual and manual), as well as quantitative analysis such as taking basic measurements including angles, dimensions and lengths.

This unit relates to existing standards in the Australian Diver Accreditation Scheme (ADAS).

This unit applies to person working as Defence Divers. but is applicable to all individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently and perform routine tasks in a range of contexts that could be unpredictable.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Work Diving

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Prepare for underwater inspection	**1.1** Identify and determine inspection task, target and available worksite data
	1.2 Develop inspection plan consistent with dive plan in accordance with organisational procedures
	1.3 Select and inspect inspection equipment to meet task requirements
	1.4 Secure inspection equipment safely for transport to/from dive site
	1.5 Identify obstructions and underwater hazards, assess risks and manage risk control measures in accordance with dive plan
2 Conduct underwater inspection	**2.1** Secure inspection equipment on self for ease of accessibility and lack of interference to mobility and dive equipment
	2.2 Clear dive area surface of debris and/or marine growth in accordance with inspection plan
	2.3 Conduct visual analysis of dive area to identify significant features or defects
	2.4 Measure underwater structures and record lengths, gaps angle and holes, in accordance with inspection plan and task requirements
	2.5 Take appropriate visual imagery of target
3 Complete post inspection procedures	**3.1** Undertake activity to de-service and store inspection equipment after use
	3.2 Report inspection outcomes and identified faults in accordance with organisational procedures and inspection plan

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of

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competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces but is not equivalent to DEFDV011B Perform non-technical structural inspections underwater.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFWDV011 Perform non-technical structural inspections underwater

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant industry standards, organisational policies and procedures
- assisting in providing information for an inspection report
- completing underwater dives
- conducting an inspection task requiring angular and linear measurements on one of the following:
  - pier/bridge – assessment is to be constructed around the examination of an existing pier/bridge requiring some expedient reinforcement to make fit for operational use
  - ship's hull – assessment is to be constructed around a sonar dome housing inspection and poker/feeler gauge surveys
- developing inspection plan in accordance with relevant organisational procedure
- documenting non-technical inspection report
- making underwater field notes and sketches
- measuring and recording underwater structure lengths, gaps, angles and holes in accordance with inspection plan
- planning underwater inspection requirements
- taking measurements under water.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- dive equipment
- dive physics
- dive physiology and medicine including:
  - heat and cold illnesses
  - compression illnesses
  - decompression illnesses
- diving descent and ascent techniques
- general diving safety awareness including:

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  - diving in harbours
  - diving in tidal waters, currents and tides
  - diving on and/or near a ship's bottom
  - lost/separated
  - entrapment/foul lines
  - marine animal threats
  - pollution/weeds
  - working in confined spaces
- oceanography
- relevant architecture of piers and bridges
- relevant documentation and inspection proformas
- relevant industry standards, and organisational policies and procedures
- relevant mechanics requirements
- relevant pier/bridge non-technical structural assessment techniques
- relevant ship's hull non-technical structural assessment techniques
- underwater workplace hazards.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- ocean with a range of oceanic, diurnal and nocturnal environments
- relevant documentation including organisational procedures, regulations, codes of practice and operation manuals.

When practicable, assessment should relate to the diver's vocational focus.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFWDV012 Perform underwater beach and waterway surveys

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to conduct underwater surveys of beaches and waterways, such as estuaries and lakes.

It includes preparing and conducting an underwater beach and waterway survey relating to the potential establishment of structures such as bridges or piers, or to determine the feasibility of establishing a beachhead.

This unit relates, in part, to existing standards in the Australian Diver Accreditation Scheme (ADAS).

This unit applies to persons working as Defence Divers. but is applicable to all individuals who work in this field

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently and perform specific tasks in a range of contexts that could be unpredictable.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Work Diving

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Prepare for underwater survey**	**1.1**	Identify and determine survey task and available worksite data
		1.2	Develop survey plan consistent with dive plan in accordance with organisational procedures
		1.3	Select and inspect survey equipment
		1.4	Secure survey equipment to/from dive site
		1.5	Assess access obstructions and other underwater hazards to determine risks and manage risk control measures in accordance with dive plan
2	**Conduct underwater survey**	**2.1**	Secure survey equipment on self for ease of accessibility and lack of interference to mobility and dive equipment
		2.2	Measure bottom gradient in accordance with survey plan
		2.3	Determine bottom composition and identify and record sub-surface features, channels and obstacles, in accordance with survey plan
3	**Complete post survey procedures**	**3.1**	De-service and store survey equipment after use in accordance with organisational procedures
		3.2	Document survey results and submit in accordance with organisational procedures and survey plan

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

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Unit Mapping Information

This unit replaces but is not equivalent to DEFDV012B Perform underwater beach and waterway surveys.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFWDV012 Perform underwater beach and waterway surveys

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one underwater survey of a beach/waterway (which should include at least two of: bottom gradient, bottom composition, sub surface features marking of obstacles/channels) and include:

- applying relevant legislation, standards and organisational policies and procedures
- applying safe diving principles and relevant risk control measures
- carrying and securing equipment throughout dive
- determining scope of survey task
- developing beach and underwater survey plans
- documenting beach/waterway survey outcomes including:
  - measuring bottom gradient
  - determining bottom composition
  - recording waterway sub-surface features
  - identifying obstacles/channels and waterway hazards
  - making underwater field notes and sketches
- using survey equipment relevant to beach and underwater surveys effectively.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- dive equipment
- dive physics
- dive physiology and medicine including:
  - heat and cold illnesses
  - compression illnesses
  - decompression illnesses
- diving descent and ascent techniques
- general diving safety awareness including:
  - diving in harbours

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  - diving in tidal waters, currents and tides
  - diving on and/or near a ship's bottom
  - lost/separated
  - entrapment/foul lines
  - marine animal threats
  - pollution/weeds
  - working in confined spaces
- oceanography
- relevant legislation, and organisational policies and procedures
- relevant organisational documentation
- relevant references and Australian Standards
- underwater beach/waterway survey techniques including:
  - waterway bottom gradient
  - waterway bottom composition
  - waterway sub-surface features
  - obstacles/channels and waterway hazards
- underwater workplace hazards.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- ocean with a range of oceanic, diurnal and nocturnal environments
- applicable documentation including organisational procedures, regulations, codes of practice and operation manuals.

When practicable, assessment should relate to the diver's vocational focus.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFWDV013 Employ air-lift devices underwater

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to move submerged objects using air-lift devices.

It includes preparing, selecting and inspecting air-lift bags appropriate to the lift, securing bags to the object and inflating bags to required buoyancy to manoeuvre object under control.

This unit relates, in part, to existing standards in the Australian Diver Accreditation Scheme (ADAS).

This unit applies to persons working as Defence Work Divers, but may apply to others working in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently and perform specific tasks in a range of contexts that could be unpredictable.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Work Diving

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Prepare for underwater air-lift operation**	**1.1** Identify and analyse load metrics and worksite data to determine specific requirements for air-lift bags
		1.2 Develop a work plan consistent with dive plan
		1.3 Select, inspect and prepare air-lift bags in accordance with manufacturer specifications and safe weight limits
		1.4 Secure air-lift bags to/from dive site
		1.5 Assess obstructions and other underwater hazards to determine risks and manage risk control measures in accordance with dive plan
2	**Operate air-lift devices**	**2.1** Secure air-lift bags to object's lift point/s
		2.2 Determine a safe work area, confirm location of other divers and nearby vessels and/or structures prior to commencing and during air-lift operation, in accordance with work plan
		2.3 Inflate air-lift bags in accordance with work plan
		2.4 Control buoyancy and movement in accordance with work plan
3	**Complete air-lift operations**	**3.1** Minimise environmental impact arising from work task and recover waste products
		3.2 Carry out de-servicing and storage requirements for air-lift bags

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

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Unit Mapping Information

This unit replaces but is not equivalent to DEFDV013B Employ air-lift devices underwater.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFWDV013 Employ air-lift devices underwater

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying centre of gravity of lifted object
- applying relevant legislation, standards and organisational policies and procedures
- applying underwater risk control measures and work plan requirements
- controlling neutrally buoyant objects
- coordinating with other operators during lift
- demonstrating air-lift operations with manually inflated air bags including:
  - 1 x vertical lift to surface
  - 1 x lateral lift
- determining hydrodynamics of object as it is raised through the water
- developing underwater air-lift work plan
- rigging and de rigging air-lift equipment.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- calculations to determination hydrodynamics, centre of gravity and mass of submerged objects
- characteristics and employment of airlift bags
- dive equipment
- dive physics
- dive physiology and medicine including:
  - heat and cold illnesses
  - compression illnesses
  - decompression illnesses
- diving descent and ascent techniques
- general diving safety awareness including:
  - diving in harbours

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  - diving in tidal waters, currents and tides
  - diving on and/or near a ship's bottom
  - lost/separated
  - entrapment/foul lines
  - marine animal threats
  - pollution/weeds
  - working in confined spaces
- oceanography
- relevant manufacturer specifications
- relevant marine workplace hazards
- relevant legislation, standards and organisational policies and procedures.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, air-lift equipment and personal protective equipment currently used in industry
- ocean with a range of oceanic, diurnal and nocturnal environments
- applicable documentation including organisational procedures, regulations, codes of practice, industry standards and operation manuals.

When practicable, assessment should relate to the diver's vocational focus.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFWDV014 Perform concreting in an underwater environment

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to concrete simple forms and excavations in an underwater environment.

It includes preparing for underwater concreting, constructing simple formwork, and positioning reinforcement rods and fixed anchorages. It also includes pouring and screeding the concrete to the required finish, recovering formwork and waste, and deservicing and storing tools.

This unit relates, in part, to existing standards in the Australian Diver Accreditation Scheme (ADAS).

This unit applies to persons working as Defence Divers, but is applicable to other people in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently and perform specific tasks in a range of contexts that could be unpredictable.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Work Diving

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Prepare for underwater concreting	**1.1** Identify and analyse work task and worksite data to determine the specific requirements for the concrete
	1.2 Develop work plan consistent with dive plan
	1.3 Select, inspect and prepare equipment
	1.4 Secure concreting equipment safely to/from dive site
	1.5 Assess access obstructions and other underwater hazards to determine risks and to manage risk control measures in accordance with dive plan
2 Concrete underwater site	**2.1** Determine safety of work area at worksite
	2.2 Prepare site in accordance with work plan
	2.3 Assemble formwork to meet task requirements
	2.4 Position reinforcing bars, rods, stirrups and mesh, bar chairs and spacers as required
	2.5 Mix cement and deliver to site in accordance with work plan and concrete strength specifications
	2.6 Take measures to confirm location and safety of divers prior to commencing pour, in accordance with operational procedures
	2.7 Spread and screed concrete in accordance with work plan
	2.8 Undertake tasks to finish surface, ensuring it is protected during curing
3 Complete underwater concreting	**3.1** Minimise environmental impact arising from concreting and recover waste materials on completion of task
	3.2 De-service and store all equipment, in accordance with operational procedures

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces but is not equivalent to DEFDV014B Perform concreting in an underwater environment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFWDV014 Perform concreting in an underwater environment

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant legislation, standards and organisational policies and procedures
- applying underwater risk control measures and work plan requirements
- calculating cement mix ratios according to strength specifications
- completing underwater concrete work including:
  - assembling formwork and stripping agent
  - clearing and levelling site to prepare for pouring
  - ensuring a consistent pour when delivering cement
  - operating cement tools and equipment
  - protecting concrete during curing
- conducting at least one of the following underwater concreting tasks:
  - reinforcing pier legs
  - placing footings
  - laying a slab or ramp.
- developing underwater concreting work plan
- planning underwater concreting work
- using floats and brooms to finish surface.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- concrete setting and strength specifications
- dive equipment
- dive physics
- dive physiology and medicine including:
  - heat and cold illnesses
  - compression illnesses
  - decompression illnesses

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- diving descent and ascent techniques
- general diving safety awareness including:
  - diving in harbours
  - diving in tidal waters, currents and tides
  - diving on and/or near a ship's bottom
  - lost/separated
  - entrapment/foul lines
  - marine animal threats
  - pollution/weeds
  - working in confined spaces
- oceanography
- relevant legislation, standards, and organisational policies and procedures
- relevant risk mitigation organisational procedures including workplace hazard mitigation.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- dive location
- ocean with a range of oceanic, diurnal and nocturnal environments
- applicable documentation including organisational procedures, regulations, codes of practice and operation manuals.

When practicable, assessment should relate to the diver's vocational focus.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFWDV015 Employ explosive power tools in an underwater environment

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to employ explosive power tools (EPTs) in an underwater environment.

It includes preparing and selecting an appropriate EPT for underwater work task and inspecting it for serviceability. It also includes recovering waste, and deservicing and storing of equipment.

This unit applies to persons working as Defence Divers or to others working in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently and perform specific tasks in a range of contexts that could be unpredictable.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Work Diving

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes.	demonstrate achievement of the element.
1 Prepare to use EPTs underwater	**1.1** Identify and analyse work task and worksite data to determine EPT specific requirements
	1.2 Develop work plan consistent with dive plan
	1.3 Select, inspect and prepare EPTs, explosive charges and protective equipment in accordance with work plan
	1.4 Secure EPTs and explosive charges safely to/from dive site
	1.5 Identify obstructions and other hazards, to determine risks and to manage appropriate risk control measures
2 Operate EPTs underwater	**2.1** Secure EPTs and explosive charges on self in accordance with operational and safety procedures
	2.2 Ensure material or base set out intended for explosive fasteners complies with detailed drawings and work plan specifications
	2.3 Install EPT attachments and chamber EPT charges in accordance with manufacturer specifications
	2.4 Determine safe work area, and confirm location of other divers prior to commencing work task/s in accordance with work plan
	2.5 Operate EPTs under water safely and manage identified risks
	2.6 Clear and render safe EPTs in accordance with manufacturer specifications
	2.7 Check fastener penetration for angle, depth and integrity of base in accordance with work plan
3 Complete underwater EPT operations	**3.1** Minimise environmental impact arising from use of EPTs and recover waste products
	3.2 De-service EPT and protective equipment in accordance with work plan
	3.3 Record explosive charge usage in accordance with organisational procedures

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces but is not equivalent to DEFDV015B Employ explosive power tools in an underwater environment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFWDV015 Employ explosive power tools in an underwater environment

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria where the diver fires at least two charges into concrete, masonry or steel over a minimum of two underwater work tasks and include:

- applying relevant legislation, standards, and organisational policies and procedures
- applying underwater risk control measures and work plan requirements
- developing underwater explosive power tools work plan, including managing identified risks
- handling explosive charges and protective equipment safely
- using explosive power tools safely underwater in accordance with work plan.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- dive equipment
- dive physics
- dive physiology and medicine including:
  - heat and cold illnesses
  - compression illnesses
  - decompression illnesses
- diving descent and ascent techniques
- general diving safety awareness including:
  - diving in harbours
  - diving in tidal waters, currents and tides
  - diving on and/or near a ship’s bottom
  - lost/separated
  - entrapment/foul lines
  - marine animal threats
  - pollution/weeds
  - working in confined spaces

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- oceanography
- principles of underwater explosive power tool (EPT) operation
- relevant explosive hazards and control measures
- relevant EPT safety distances
- relevant legislation, standards, and organisational policies and procedures
- relevant underwater workplace hazards and control measures.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, explosive power tools, equipment and personal protective equipment currently used in industry
- ocean with a range of oceanic, diurnal and nocturnal environments
- applicable documentation including organisational procedures, regulations, codes of practice and operation manuals.

When practicable, assessment should relate to the diver’s vocational focus.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFWDV016 Perform underwater rigging work

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to complete underwater rigging work.

It includes securing and moving submerged loads by employing blocks and tackle, chains, slings and cordage. It also includes establishing secure lift points, setting rigging equipment between load and lifting platform, and controlling the conduct of the lift.

This unit applies to persons working as Defence divers.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit work independently and perform specific tasks in a range of contexts that could be unpredictable.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Work Diving

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Prepare for underwater rigging operation**	**1.1**	Identify load metrics and worksite data to meet task requirements
		1.2	Develop work plan consistent with dive plan in accordance with organisational procedures and task requirements
		1.3	Select, inspect and prepare rigging gear in accordance with safe lifting weight limits and work plan
		1.4	Secure rigging gear for safe transport to/from dive site
		1.5	Identify obstructions and other lift hazards to determine risks and to manage risk control measures in accordance with dive plan
2	**Lift and handle submerged objects using mechanical advantage**	**2.1**	Identify lift points to secure object to lifting device in accordance with safe lifting weight limits
		2.2	Determine a safe work area and confirm location of other divers and nearby surface vessels and/or structure prior to commencing lift, in accordance with work plan
		2.3	Operate lifting devices within accepted load tolerances
		2.4	Ensure lifting devices are anchored off raised objects in accordance with operational and safety procedures
3	**Complete underwater rigging operations**	**3.1**	Minimise environmental impact arising from work task and recover waste products
		3.2	Disassemble, inspect, de-service and store rigging gear
		3.3	Complete required documentation and records, in accordance with organisational procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

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Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces but is not equivalent to DEFDV016B Perform underwater rigging work.

Links

Companion Volume - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFWDV016 Perform underwater rigging work

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- analysing constraints of object to be lifted to determine technique
- applying relevant legislation, standards, and organisational policies and procedures
- applying underwater risk control measures and work plan requirements
- calculating load parameters
- conducting one vertical lift to the surface with mechanical devices
- constructing rigs including:
  - assembling equipment to ensure load can be lifted with available equipment
- determining load capacity of components
- developing underwater rigging work plan
- planning underwater rigging work
- preparing accurate reports and required documentation
- rigging load within safe lifting weight limits.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- determination of mass of submerged objects
- dive equipment
- dive physics
- dive physiology and medicine including:
  - heat and cold illnesses
  - compression illnesses
  - decompression illnesses
- diving descent and ascent techniques
- equipment inspection and checking specifications
- general diving safety awareness including:
  - diving in harbours

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    - diving in tidal waters, currents and tides
    - diving on and/or near a ship's bottom
    - lost/separated
    - entrapment/foul lines
    - marine animal threats
    - pollution/weeds
    - working in confined spaces
- lifting and rigging equipment calculations, techniques and specifications
- oceanography
- relevant legislation, standards, and organisational policies and procedures
- relevant safe lifting weight limits
- relevant risk mitigation organisational procedures including:
    - relevant marine hazards and risk control measures
    - relevant rigging workplace hazards.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, lifting equipment and personal protective equipment currently used in industry
- ocean with a range of oceanic, diurnal and nocturnal environments
- applicable documentation including organisational procedures, regulations, industry standards, codes of practice and operation manuals.

When practicable, assessment should relate to the diver's vocational focus.

Links

Companion Volume - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFWDV017 Employ thermal cutting and welding tools (non-load bearing) in an underwater environment

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Application

This unit specifies the skills and knowledge required to use thermal cutting and welding tools in an underwater environment.

It includes preparing underwater cutting and welding tools, operating the generator, selecting appropriate work task tools and inspecting them for serviceability, and securing tools on own body throughout dive. It also includes the surface operation of the electrical generator or gas cylinders supplying the tools, recovering waste, and deservicing and storing equipment.

This unit applies to persons working as Defence Work Divers, or to others working in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Persons undertaking this unit would work independently performing specific tasks in a range of contexts that could be unpredictable.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable

Competency Field

Work Diving

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Prepare for cutting and welding underwater**	**1.1** Identify and analyse work task, worksite data and work object to determine task requirements
		1.2 Develop work plan consistent with dive plan in accordance with organisational procedures and task requirements
		1.3 Select, inspect and prepare thermal cutting and welding tools, electrical generator and associate leads, and oxy acetylene gas cylinders and associated hoses, in accordance with manufacturer specifications
		1.4 Secure equipment for transport to/from dive site
		1.5 Identify obstructions and other cutting/welding hazards to determine risk and to manage risk control measures in accordance with dive plan
2	**Operate thermal cutting and welding tools underwater**	**2.1** Secure thermal cutting and welding tools on self during dive
		2.2 Determine safe routes for leads and hoses to worksite in accordance with dive plan and operational safety procedures
		2.3 Determine safe work area and confirm location of other divers prior to commencing cutting/welding work tasks, in accordance with work plan
		2.4 Manage cutting and welding tool hazards in accordance with dive plan and operational safety procedures
		2.5 Disconnect and render tools safe in accordance with dive plan and operational safety procedures
3	**Operate generator**	**3.1** Conduct routine operational and pre-start checks and diagnose and address warning signs in accordance with manufacturer specifications
		3.2 Shut down and/or conduct emergency shut down drills in accordance with dive plan
4	**Complete underwater cutting and welding operations**	**4.1** Minimise environmental impact arising from use of thermal cutting and welding tools, and recover waste products

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4.2 De-service and store equipment on task completion in accordance with organisational procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces but is not equivalent to DEFDV017B Employ thermal cutting and welding tools (non-load bearing) in an underwater environment.

Links

Companion Volume - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFWDV017 Employ thermal cutting and welding tools (non-load bearing) in an underwater environment

Modification History

Release 1. This is the first release of this unit of competency in the DEF Defence Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least two separate occasions and include:

- applying relevant legislation, standards, and organisational policies and procedures
- completing underwater cutting and welding operations safely
- cutting 12 mm steel plates
- identifying and addressing relevant cutting/welding workplace hazards and problems
- operating generator to support welding tasks in an underwater environment
- operating thermal cutting and welding tools underwater
- planning for cutting and welding underwater
- stabilising a generator
- undertaking underwater welding activities including:
  - preparing surface of work object for cut or weld
  - controlling voltage and amperage of arc welding equipment
  - turning on gas supplies
  - adjusting ratios of oxygen and acetylene
  - controlling pressure of oxy acetylene torch
  - making cuts and welds ensuring minimal distortion to object
  - inspecting and cleaning cuts and welds
  - developing power gradually without surging
- using a number of thermal cutting and welding tools (non-load bearing) in an underwater environment work tasks:
  - at depths between 5 metres and 20 metres
  - on at least one night work task
- welding manual metal arc using electric welding equipment.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of

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the requirements of the elements and performance criteria and include knowledge of:

- dive equipment
- dive physics
- dive physiology and medicine including:
  - heat and cold illnesses
  - compression illnesses
  - decompression illnesses
- diving descent and ascent techniques
- general diving safety awareness including:
  - diving in harbours
  - diving in tidal waters, currents and tides
  - diving on and/or near a ship's bottom
  - lost/separated
  - entrapment/foul lines
  - marine animal threats
  - pollution/weeds
  - working in confined spaces
- oceanography
- relevant cutting/welding workplace hazards and problems
- relevant legislation, standards, and organisational policies and procedures
- thermal cutting and welding principles and techniques.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- ocean with a range of oceanic, diurnal and nocturnal environments
- applicable documentation including organisational procedures, regulations, codes of practice

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and operation manuals.

When practicable, assessment should relate to the diver's vocational focus.

Links

Companion Volume - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFWHS001 Identify and monitor radiation hazards

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFOH003B Identify and monitor radiation hazards. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.3 reworded • PC 2.1 and 3.1 revised • Element 1 one new PC

Application

This unit describes the skills required to effectively identify the sources of radiation, non-ionising and ionising radiations, that may be a hazard in the workplace and to monitor the hazard and implement the hazard controls that have been recommended. Licensing conditions may be required for those working in this field.

This was developed for those working as Defence workers involved in identifying and monitoring radiation hazards as part of a workplace responsibility, but is applicable to all individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under indirect supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs. They would perform complex tasks in a range of familiar contexts.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Work Health and Safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify workplace radiation hazards	1.1 Identify source of radiation and/or equipment. 1.2 Identify and access existing organisational records relevant to the radiation. 1.3 Apply regulatory requirements, including those contained in organisational procedures, throughout the operation. 1.4 Take immediate action to bring source of radiation under control. 1.5 Conduct consultation with stakeholders.
2. Monitor radiation abatement plans or controls	2.1 Monitor pre-existing controls and determine controls are adequate. 2.2 Record and report breaches of protocols, plans and local controls. 2.3 Inspect monitoring equipment regularly, where installed.
3. Maintain workplace radiation records/ documentation	3.1 Maintain radiation safety management plans. 3.2 Maintain equipment/instrument deployment and maintenance records/documentation. 3.3 Maintain inventory of radiation sources. 3.4 Maintain records of radiation exposure.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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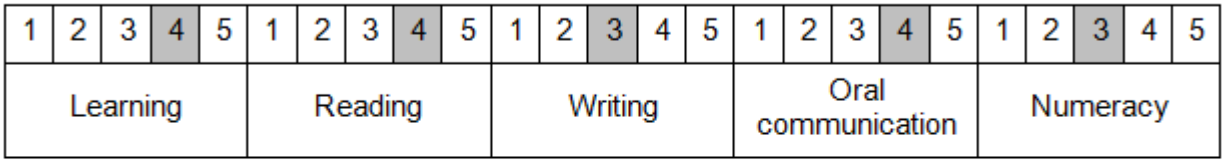
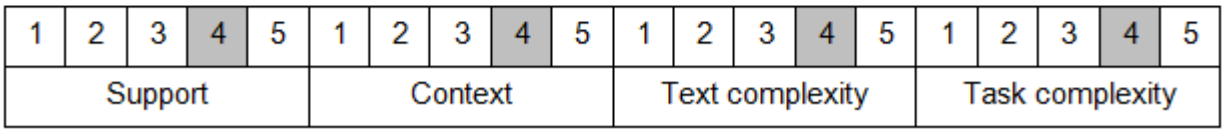
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Range of Conditions

Relevant legislation, organisational policies and procedures include:	▸ Australian or international standards ▸ equipment manufacturers' specifications ▸ exposure standards ▸ job safety analysis ▸ legislation, regulations, and codes of practice ▸ previous testing reports ▸ risk assessments ▸ Standing Operating Procedures (SOPs)
Australian or international standards include:	▸ ARPANSA RHS and RPS ▸ AS/NZ ▸ ISO ▸ ICNRP ▸ ICRP

Unit Mapping Information

This unit supersedes and is equivalent to DEFOH003B Identify and monitor radiation hazards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFWHS001 Identify and monitor radiation hazards

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing, reading, interpreting and applying radiation safety plan
- identifying radiation sources
- undertaking risk assessment and control
- observing and responding to changing circumstances and unusual situations in the workplace
- making a subjective and qualitative assessment during a walk through/survey
- identifying changes in workplace configurations
- applying knowledge of relevant WHS legislative framework
- identifying inspection tools and methods appropriate to the workplace
- applying the principles and practices of WHS inspections
- identifying intervention points for advice to assist in work and to guide problem solving

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- meaning of WHS symbols, signs and labels in the workplace
- WHS requirements relevant to radiation in the workplace
- WHS requirements for the workplace, including ways in which WHS is managed and designated personnel responsible for WHS
- organisational policy and standards relevant to radiation

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- relevant Australian and international standards

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFWHS002 Develop noise management plans

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFOH004B Develop noise management plans. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.2 removed • Elements 1 and 2 merged • Element 1 one new PC

Application

This unit describes the skills required to measure and analyse work noise and develop relevant noise management plans and procedures. This includes developing and drafting, procedures and plans/instructions for the management, amelioration and/or control of hazardous noise in the workplace.

This unit for developed for Defence workers involved in developing noise management plans as a workplace responsibility, but is applicable to all individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team under indirect supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs. They would perform complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Work Health and Safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare to develop a workplace noise management plan	1.1 Recognise and acknowledge noise hazards and identify their sources. 1.2 Identify and access legislation and standards appropriate to noise hazard and work noise exposure levels. 1.3 Identify and access existing organisational records relevant to noise hazards. 1.4 Identify, acquire and prepare equipment and resources required for the measurement of noise. 1.5 Measure workplace noise. 1.6 Deploy measuring equipment and record readings.
2. Analyse workplace noise	2.1 Interpret and confirm measurements. 2.2 Analyse and/or determine workplace noise and report findings to appropriate authorities/superiors.
3. Develop noise management plans	3.1 Conduct consultation with stakeholders. 3.2 Identify and interpret technical standards, organisational environmental requirements and occupational noise exposure levels. 3.3 Develop noise management plans and forward to the relevant authority.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	**3**	4	5	1	2	3	**4**	5	1	2	**3**	4	5	1	2	3	**4**	5	1	2	3	**4**	5
Learning					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Range of Conditions

Relevant organisational policies and procedures include:	• Australian or international standards • equipment manufacturers' specifications • exposure standards • previous testing reports • risk assessments • Standing Operating Procedures (SOPs) • state/territory/Commonwealth WHS acts, regulations, codes of practice and guidance material
Work noise includes:	• any noise in the workplace that exceeds a comfort level equivalent to that of the normal hearing capacity of human beings • any noise that is unusual or inappropriate in that work environment/role • any noise that may have an adverse impact on human beings

Unit Mapping Information

This unit supersedes and is equivalent to DEFOH004B Develop noise management plans.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFWHS002 Develop noise management plans

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing work environment and identifying hazards
- assessing resources needed to establish and maintain WHS in the workplace, including a range of control measures
- assessing risks and design and implementing appropriate WHS systems
- operating noise measuring/monitoring equipment
- measuring and analysing workplace noise
- developing noise management plans that adhere to Australian and organisational standards and recognising stakeholder requirements
- applying knowledge of relevant WHS legislative frameworks
- identifying inspection tools and methods appropriate to the workplace
- identifying intervention points for advice to assist in work and to guide problem solving

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- environmental factors relevant to workplace noise
- noise control requirements
- noise legislation
- noise measuring and monitoring techniques and equipment
- occupational noise exposure level standards/requirements

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- organisational policy and standards relevant to workplace noise levels
- provisions and principles of effective WHS management requirements for the organisation/industry.
- relevant Australian and international standards
- reliability of measures
- tolerances of error that may apply

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFWHS003 Apply radio frequency radiation safety procedures

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFOH005B Apply radio frequency radiation safety procedures. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.3 removed

Application

This unit describes the skills required to apply appropriate safety procedures or plans related to the control or mitigation of radio frequency radiation, including microwaves,radar radio transmissions. This includes researching, consulting about and applying procedures that have been specifically developed for the organisation.

This unit was developed for Defence workers involved in application of radio frequency radiation procedures and also applies to individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under indirect supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs. They would perform complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Work Health and Saftey

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for the application of workplace radio frequency radiation safety procedures/plans	1.1 Identify source of radio frequency radiation. 1.2 Identify and access existing organisational records relevant to the radiation. 1.3 Conduct consultation with stakeholders.
2. Implement radio frequency radiation safety procedures/plans	2.1 Employ radio frequency radiation protective measures. 2.2 Display or publish relevant notices/signs. 2.3 Handle radio frequency radiation sources.
3. Maintain workplace radio frequency radiation safety documentation	3.1 Maintain workplace radio frequency radiation records. 3.2 Maintain equipment/instrument deployment and maintenance records/documentation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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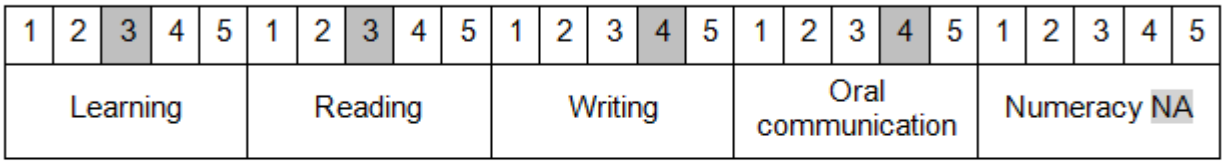
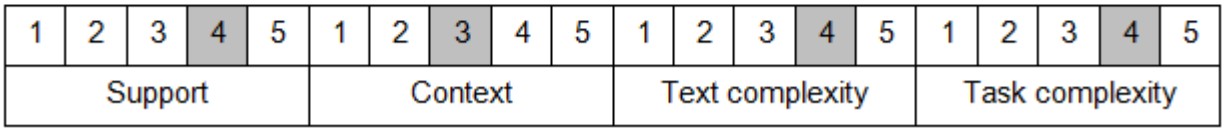
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Range of Conditions

Relevant organisational policy, procedures and guidelines include:	• Australian or international standards • equipment manufacturers' specifications • legislation • risk assessments • previous testing reports • Standing Operating Procedures (SOPs)

Unit Mapping Information

This unit supersedes and is equivalent to DEFOH005B Apply radio frequency radiation safety procedures.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFWHS003 Apply radio frequency radiation safety procedures

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing, reading, interpreting and applying information on radio frequency radiation
- applying knowledge of relevant work health and safety legislative frameworks and Australian standards
- identifying inspection tools and methods appropriate to the workplace
- applying principles and practices of work health and safety and Australian standards
- identifying intervention points for advice to assist in work and to guide problem solving

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- WHS requirements for workplace supervisors
- relevant Australian and international standards
- relevant organisational policy and standards

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFWHS004 Develop radio frequency radiation safety plans

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFOH006B Develop radio frequency radiation safety plans. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.2 removed • Elements 1 and 2 merged • Element 1 one new PC

Application

This unit describes the skills required to measure and analyse radio frequency radiation, including microwaves, radar and radio transmissions, and to develop relevant safety plans and procedures. This includes developing and drafting policy, procedures and plans/instructions for the management, amelioration and/or control of radio frequency radiation in the workplace.

This unit was developed for Defence workers involved in developing radio frequency safety plans as a workplace responsibility, but is applicable to all individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under indirect supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs. They would perform complex tasks in a range of familiar contexts.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Work Health & Safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare to develop radio frequency radiation safety plans	1.1 Identify and confirm radio frequency radiation sources. 1.2 Identify and access standards and legislation appropriate to radio frequency radiation exposure levels. 1.3 Identify and access existing organisational records relevant to radio frequency radiation. 1.4 Identify, acquire and prepare equipment and resources required for the measurement of radio frequency radiation. 1.5 Measure radio frequency radiation. 1.6 Deploy measuring equipment and record readings.
2. Analyse radio frequency radiation	2.1 Interpret and confirm measurements. 2.2 Analyse and/or determine radio frequency radiation and report findings to appropriate authorities/superiors.
3. Develop radio frequency radiation safety plans	3.1 Conduct consultation with stakeholders. 3.2 Identify and interpret technical standards, organisational environmental requirements and radio frequency radiation exposure levels. 3.3 Develop radio frequency radiation safety plans and forward to the relevant authority.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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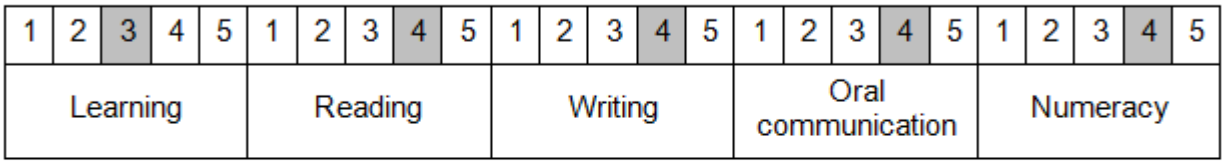
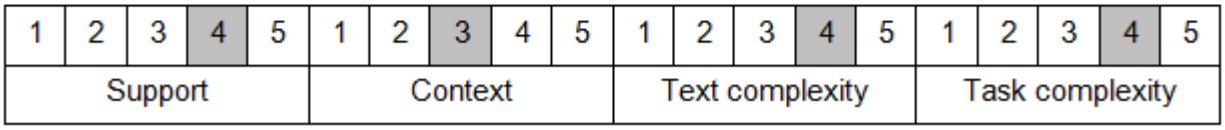
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Range of Conditions

Relevant organisational policies and procedures include:	• Australian or international standards (particularly AS/NZS 1269.2:1998 Occupational Radio Frequency Management, Part 2: Radio Frequency control management) • manufacturer's instructions • state/territory/Commonwealth legislation

Unit Mapping Information

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFWHS004 Develop radio frequency radiation safety plans

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- operating radio frequency radiation measuring equipment
- measuring and analysing radio frequency radiation
- developing radio frequency radiation safety plans that adhere to Australian and organisational standards and recognise stakeholders requirements
- applying knowledge of relevant WHS and radio frequency radiation legislative frameworks
- identifying inspection tools and methods appropriate to the workplace
- identifying intervention points for advice to assist in work and to guide problem solving

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- environmental factors relevant to workplace radio frequency radiation
- WHS requirements for the organisation/industry and for supervisors/managers in the workplace
- radio frequency radiation control requirements
- radio frequency radiation exposure level standards/requirements
- radio frequency radiation measuring techniques and equipment
- reliability of measures

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- relevant Australian and international standards
- relevant legislation
- relevant organisational policy and standards
- tolerances of error that may apply

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFWHS005 Apply ionising radiation safety procedures

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFOH007B Apply ionising radiation safety procedures. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.3 removed

Application

This unit describes the skills required to apply appropriate safety procedures or plans related to the control or mitigation of ionising radiation. In the context of this unit, ionising radiation may include emissions from radioactive material, apparatus containing radioactive material and x-ray apparatus. The unit includes researching, consulting and applying procedures within an organisation.

This unit applies to those involved in applying ionising radiation safety procedures as a workplace responsibility, but is applicable to all individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team under, indirect supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs. They would perform complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Work Health & Safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for the application of workplace ionising radiation safety procedures/plans	1.1 Identify source of ionising radiation. 1.2 Identify and access existing organisational records relevant to the radiation. 1.3 Conduct consultation with stakeholders.
2. Apply ionising radiation safety procedures/plans	2.1 Apply ionising radiation protection control measures. 2.2 Ensure notices/signs are displayed. 2.3 Handle ionising radiation sources.
3. Maintain workplace ionising radiation safety documentation	3.1 Maintain workplace ionising radiation records. 3.2 Maintain equipment/instrument deployment and maintenance records/documentation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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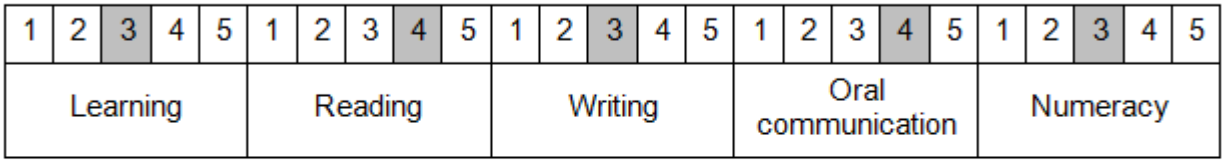
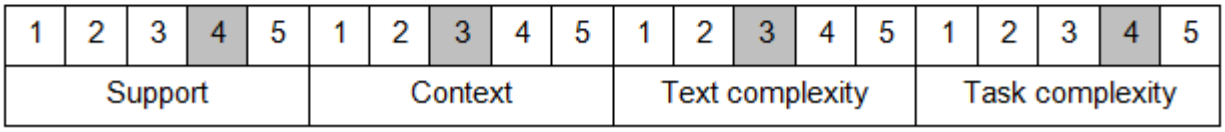
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFOH007B Apply ionising radiation safety procedures.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFWHS005 Apply ionising radiation safety procedures

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing, reading, interpreting and applying information on ionising radiation
- applying knowledge of relevant WHS and ionising radiation safety legislative frameworks
- identifying inspection tools and methods appropriate to the workplace
- applying principles and practices of WHS and ionising radiation safety in the workplace
- identifying intervention points for advice to assist in work and to guide problem solving

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- WHS requirements for workplace supervisors
- relevant Australian or international standards
- relevant organisational policy and standards

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFWHS006 Develop ionising radiation safety plans

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFOH008B Develop ionising radiation safety plans. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.2 removed • Elements 1 and 2 merged • Element 1 one new PC

Application

This unit describes the skills required to measure and analyse ionising radiation and to develop relevant safety plans and procedures. In the context of this unit, ionising radiation may include emissions from radioactive elements, controlled apparatus, sealed and unsealed sources. The unit includes developing and drafting policy, procedures and plans/instructions for the management, amelioration and/or control of ionising radiation in the workplace.

This was developed for those working in Defence involved in developing ionising radiation safety plans as a workplace responsibility, but is applicable to all individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team under, indirect supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs. They would perform complex tasks in a range of familiar contexts.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Work Health & Safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for the development of ionising radiation safety plans	1.1 Identify and confirm ionising radiation sources. 1.2 Identify and access standards and legislation appropriate to ionising radiation exposure levels. 1.3 Identify and access existing organisational records relevant to ionising radiation. 1.4 Identify, acquire and prepare equipment and resources required for the measurement of ionising radiation. 1.5 Measure ionising radiation. 1.6 Deploy measuring equipment and record readings.
2. Analyse ionising radiation	2.1 Interpret and confirm measurements. 2.2 Analyse and/or determine ionising radiation and report findings to appropriate authorities/superiors.
3. Develop ionising radiation safety plans	3.1 Conduct consultation with stakeholders. 3.2 Identify and interpret technical standards, organisational environmental requirements and ionising radiation exposure levels. 3.3 Develop ionising radiation safety plans. 3.4 Forward ionising radiation safety plans.
4. Record and interpret data from personal monitors	4.1 Record full exposure data from personal monitors. 4.2 Provide access to individual records to the radiation worker. 4.3 Initiate action whenever anomalous records are obtained. 4.4 Review personal monitoring records regularly and provide recommendations for changes in workplace procedures as appropriate.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	**3**	4	5	1	2	3	**4**	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	3	**4**	5
Learning					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	**4**	5	1	2	**3**	4	5	1	2	3	**4**	5	1	2	3	**4**	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFOH008B Develop ionising radiation safety plans.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFWHS006 Develop ionising radiation safety plans

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- measuring and analysing ionising radiation
- developing practical ionising safety plans that adhere to Australian and organisational standards and recognise stakeholder requirements
- monitoring and recording data from personal ionising radiation monitors
- identifying inspection tools and methods appropriate to the workplace
- identifying intervention points for advice to assist in work and to guide problem solving

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- principles and practices of WHS and ionising radiation inspections
- ionising radiation control requirements
- ionising radiation exposure level standards/requirements
- ionising radiation legislation
- ionising radiation measuring techniques and equipment
- WHS requirements for the organisation/industry and for supervisors/managers in the workplace
- relevant Australian and international standards
- relevant environmental factors relating to workplace ionising radiation
- relevant organisational policy and standards

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- reliability of measures
- tolerances of error that may apply

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFWHS007 Work safely with lasers

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFOH009B Work safely with lasers. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to work safely in an environment where lasers may be employed. This includes identifying Australian Standard class lasers, understanding potential laser hazards, and preparing appropriate laser safety controls, labels and signage.

This unit applies to those working with lasers as a workplace responsibility.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team under, indirect supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs. They would perform routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Work Health & Safety

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify laser safety issues	1.1 Identify potential laser source. 1.2 Identify type of laser and its Australian Standard class. 1.3 Identify dangers/risks associated with lasers. 1.4 Apply laser safety controls. 1.5 Identify and interpret laser warning signage.
2. Apply safe work practices	2.1 Identify lasers deployed in the workplace. 2.2 Identify and interpret laser exposure situations. 2.3 Identify and apply appropriate personal protective equipment. 2.4 Identify and adhere to other control measures.
3. Report on workplace laser incidents	3.1 Apply incident reporting procedures. 3.2 Comply with health surveillance requirements, including eye testing.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

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The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

Unit Mapping Information

This unit supersedes and is equivalent to DEFOH009B Work safely with lasers.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFWHS007 Work safely with lasers

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing, reading, interpreting and applying information on laser operations
- identifying laser sources
- identifying laser safety issues
- applying safe work practices
- monitoring and reporting on workplace incidents
- identifying inspection tools and methods appropriate to the workplace
- identifying intervention points for advice to assist in work and to guide problem solving

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- WHS requirements relevant to laser emissions in the workplace
- organisational policy and standards relevant to laser operations emissions
- principles and practices of WHS when working with lasers

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFWHS008 Apply laser safety procedures

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFOH010B Apply laser safety procedures. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to apply laser safety procedures and control measures. This includes the planning, preparation and application of laser safety procedures as well as the maintenance of appropriate laser safety records.

This unit applies to those involved in applying laser safety procedures as a workplace responsibility.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team under, indirect supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs. They would perform routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Work Health & Safety

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan and prepare for the application of laser safety procedures	1.1 Interpret notifications of activities that involve the use of lasers. 1.2 Identify class of laser and the hazards inherent in its use. 1.3 Identify and implement organisational policy and procedures related to laser operations. 1.4 Identify laser hazard areas to those likely to encounter them. 1.5 Determine personal protective equipment requirements.
2. Apply laser safety procedures	2.1 Apply and monitor passive laser safety measures. 2.2 Monitor use of PPE. 2.3 Monitor laser application in the workplace.
3. Maintain documentation	3.1 Report laser incidents. 3.2 Maintain records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	**3**	4	5	1	2	**3**	4	5	1	2	**3**	4	5	1	**2**	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	**4**	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	**3**	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

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Unit Mapping Information

This unit supersedes and is equivalent to DEFOH010B Apply laser safety procedures.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFWHS008 Apply laser safety procedures

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing, reading, interpreting and applying information relating to lasers
- planning and preparing for the application of laser safety procedures
- applying and monitoring relevant laser safety measures
- maintaining appropriate documentation
- identifying inspection tools and methods appropriate to the workplace
- applying principles and practices of WHS
- identifying intervention points for advice to assist in work and to guide problem solving

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics of lasers including the types of lasers and the fundamentals of laser operation
- environment in which lasers are used
- relevant Australian and international standards
- report writing techniques

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFWHS009 Develop laser safety plans

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFOH011B Develop laser safety plans. • Unit code updated • Content and formatting updated to comply with the new standards. • All PC transitioned from passive to active voice • PC 1.5 removed

Application

This unit describes the skills required to develop laser safety plans and procedures. This includes identifying, evaluating and overseeing the control of laser hazards; developing laser safety papers and templates; providing technical advice on laser safety; developing and drafting laser safety policy, procedures and instructions; and preparing the selection of laser safety controls, labels and signage.

This unit applies to those involved in the development of laser safety plans as a workplace responsibility.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team under, indirect supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs. They would perform complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Work Health & Safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for the development of laser safety plans	1.1 Identify and confirm laser sources. 1.2 Identify and access standards and legislation appropriate to lasers. 1.3 Identify and access existing organisational records relevant to laser equipment. 1.4 Identify, acquire and prepare equipment and resources required for the assessment of laser equipment.
2. Assess laser hazards	2.1 Verify laser classifications. 2.2 Evaluate maximum permissible exposures of continuous wave and repetitively pulsed lasers. 2.3 Identify laser hazards and assess laser hazard environments.
3. Develop laser safety plans	3.1 Conduct consultation with stakeholders. 3.2 Identify and interpret technical standards, organisational environmental requirements and laser exposure levels. 3.3 Develop laser safety plans and forward to the relevant authority.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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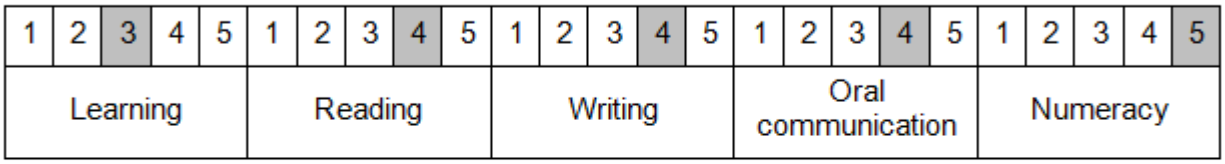
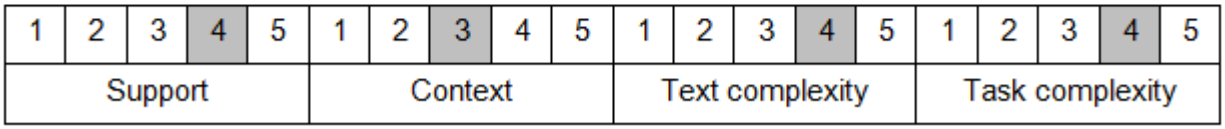
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Range of Conditions

Relevant legislation, organisational policies and procedures include:	• equipment manufacturers' specifications • previous testing reports • risk assessments • Standing Operating Procedures (SOPs) • Australian Regulation Protection and Nuclear Safety Authority (ARPANSA) requirements • relevant Australian and international standards • state/territory/Commonwealth legislation

Unit Mapping Information

This unit supersedes and is equivalent to DEFOH011B Develop laser safety plans.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFWHS009 Develop laser safety plans

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying complex mathematical processes
- identifying relevant laser hazards
- developing procedures and plans to mitigate the hazards in the working environment
- identifying inspection tools and methods appropriate to the workplace
- identifying intervention points for advice to assist in work and to guide problem solving

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- principles and practices of work health and safety inspections
- characteristics of lasers including the types of lasers and the fundamentals of laser operation
- laser environment
- organisational policy and procedures relevant to laser operations
- relevant Australian and international standards
- report writing techniques

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFWHS010 Identify confined space

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFOH012B Identify confined space. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.1 removed

Application

This unit describes the skills required to identify actual or potential confined spaces prior to entering a confined space for work purposes. The unit includes recognising actual and potential confined spaces in one's work environment and understanding the broad limitations they impose on work practices. It also covers identifying potential work health and safety (WHS) concerns and seeking further advice and/or applying appropriate procedures when dealing with WHS issues.

In the context of this unit, a confined space is any compartment or area that has the capability of accumulating a toxic, flammable or explosive atmosphere, or of being flooded, in addition to one of the following characteristics:

- limited opening for access
- no escape route or very restricted means of escape
- limited natural ventilation
- atmosphere containing more than 23.5% or less than 19.5% oxygen

This unit was developed for Defence personnel involved in the identification of confined spaces as a workplace responsibility, but is applicable to all individuals who work in this field.

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The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team under, indirect supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs. They would perform routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Work Health & Safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Recognise a confined space	1.1 Select and don required personal protective equipment (PPE) to identify a confined space. 1.2 Review nature of the possible work space and its characteristics. 1.3 Assess possible work space for its potential to be a confined space. 1.4 Determine precautions to be taken in the presence of a harmful atmosphere. 1.5 Identify and assess other hazards and factors associated with the possible work space to determine the level of risk associated with that space. 1.6 Refer identified hazards to appropriate personnel/authority for further investigation and analysis, where uncertainty exists about confined space potential. 1.7 Confirm safety of possible work space.
2. Carry out appropriate action after identifying a confined space	2.1 Identify and document potential WHS issues. 2.2 Undertake, document and revise risk assessment, whenever there is evidence to indicate that it is no longer valid. 2.3 Document broad limitations the confined space may impose on work practices.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	**3**	4	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	**4**	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	**3**	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFOH011B Develop laser safety plans.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFWHS010 Identify confined space

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing, reading, interpreting and applying information on confined spaces
- identifying and reporting hazards
- understanding the possible nature of the environment
- identifying intervention points for expert advice to assist work and to guide problem solving
- identifying principle risks and associated mitigation

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- appropriate signage, symbols, labels and warning devices
- location of applicable organisational procedures and documents
- preferred order of ways to control WHS risk – hierarchy of controls
- rights and responsibilities of workplace parties under WHS legislation

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFWHS011 Enter confined space

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFOH013B Enter confined space. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.3, 1.5 and 2.7 removed

Application

This unit describes the skills required to prepare to enter confined spaces, to enter the confined space and to finalise egress at the conclusion of the task/s. An individual undertakes this as part of a team in conjunction with other individuals who also have this competency. It is expected that one or more of the team members, or a team member not working in the confined space, will hold a current, recognised, first aid certificate.

In the context of this unit, a confined space is any compartment or area that has the capability of accumulating a toxic, flammable or explosive atmosphere, or of being flooded, in addition to one of the following characteristics:

- limited opening for access
- no escape route or very restricted means of escape
- limited natural ventilation
- atmosphere containing more than 23.5% or less than 19.5% oxygen

This unit was developed for Defence personnel involved in entering confined spaces as a workplace responsibility, but it is applicable to all individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

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Those undertaking this unit would work independently or as part of a team under indirect supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs. They would perform routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Work Health & Safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for confined space entry	1.1 Identify and confirm requirement for confined space entry from work requests/instructions. 1.2 Identify duration of and limitations on the tasks to be performed in the confined space. 1.3 Identify, acquire and prepare equipment and resources required for the confined space entry. 1.4 Prepare confined space for entry. 1.5 Confirm and delegate team and individual roles and responsibilities within the team. 1.6 Conduct pre-entry tests and checks in accordance with organisational and manufacturers' requirements.
2. Enter confined spaces	2.1 Identify entry/egress points. 2.2 Monitor environmental conditions. 2.3 Maintain verbal and non-verbal communication. 2.4 Operate equipment and resources in accordance with manufacturers' requirements and organisational procedures. 2.5 Adhere to entry permit conditions. 2.6 Recognise and respond to unexpected situations.
3. Finalise confined space entry	3.1 Exit confined space. 3.2 Clean and refurbish equipment. 3.3 Complete documentation and reports.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	**3**	4	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA					

Performance variables:

1	2	3	**4**	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	**3**	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFOH013B Enter confined space.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFWHS011 Enter confined space

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing, reading, interpreting and applying information on confined spaces
- assessing risks and applying effective risk control measures
- communicating effectively
- identifying and reporting hazards
- identifying stored energy sources
- operating equipment pertinent to the confined space entry and task to be performed
- reporting abnormalities
- identifying intervention points for expert advice to assist work and to guide problem solving

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- applicable organisational procedures and documents
- appropriate signage and protective barriers
- risk assessment procedures
- safety equipment operations
- work methods analysis

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFWHS012 Test confined space environment

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFOH014B Test confined space environment. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.4 removed • PC 2.2 and 2.3 merged

Application

This unit describes the skills required to test the environment of confined spaces to ensure safe entry and egress. This includes the preparation for and conduct of the test procedures and all post test procedures.

In the context of this unit, a confined space is any compartment or area that has the capability of accumulating a toxic, flammable or explosive atmosphere, or of being flooded, in addition to one of the following characteristics:

- limited opening for access
- no escape route or very restricted means of escape
- limited natural ventilation
- atmosphere containing more than 23.5% or less than 19.5% oxygen

This unit was developed for Defence personnel involved in the testing of confined space environments as a workplace responsibility, but is applicable to all individuals who work in this field.

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The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit must demonstrate the ability to work independently or as part of a team under indirect supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs.They would perform routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Work Health & Safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for environmental testing	1.1 Identify confined space potential contaminants. 1.2 Identify organisational restrictions or requirements pertinent to the confined space. 1.3 Identify, acquire and prepare equipment and resources required for testing.
2. Test confined space for contaminants/ threats	2.1 Obtain testing sample and conduct tests in accordance with testing protocols. 2.2 Record and analyse test results in accordance with testing protocols.
3. Finalise test/s	3.1 Complete documentation and reports. 3.2 Clean and refurbish testing equipment.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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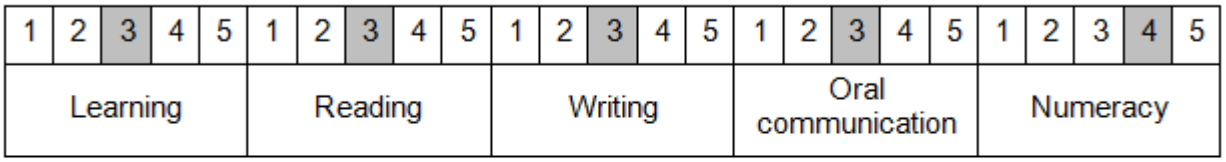
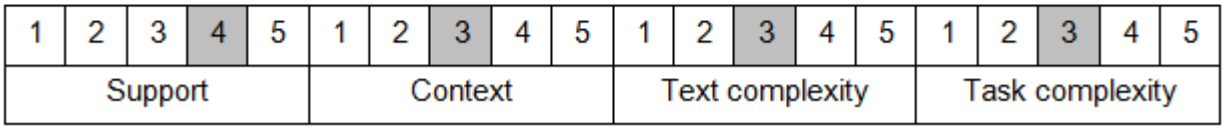
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFOH014B Test confined space environment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFWHS012 Test confined space environment

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing, reading, interpreting and applying information on testing
- identifying and reporting on contaminants/hazards
- operating test equipment
- reporting abnormalities
- maintaining records/documentation
- identifying intervention points for expert advice to assist in work and to guide problem solving

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- analysis procedures
- engineering controls
- operating procedures of relevant test equipment
- principles of atmospheric monitoring
- sampling procedures
- testing protocols

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Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFWHS013 Control entry to confined spaces

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFOH015B Control entry to confined spaces. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.5 removed

Application

This unit describes the skills required to control entry and egress to confined spaces. While exercising the control of entry to confined space may not require the competency to enter confined space, it requires awareness of the legislative requirements and organisational procedures related to confined space entry.

In the context of this unit, a confined space is any compartment or area that has the capability of accumulating a toxic, flammable or explosive atmosphere, or of being flooded, in addition to one of the following characteristics:

- limited opening for access
- no escape route or very restricted means of escape
- limited natural ventilation
- atmosphere containing more than 23.5% or less than 19.5% oxygen

This unit was developed for Defence personnel involved in the control of entry to confined spaces as a workplace responsibility, but is applicable to all individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

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Those undertaking this unit would work independently or as part of a team under, indirect supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs. They would perform routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Work health and safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan and prepare for control of confined space entry	1.1 Identify and confirm requirement for confined space entry from work requests/instructions. 1.2 Identify confined space entry permit and any requirements or limitations. 1.3 Confirm team and individual roles and responsibilities through question and answer.
2. Control access and egress to confined space	2.1 Monitor and record entry and egress of the confined space in accordance with work permit conditions. 2.2 Maintain verbal and non-verbal communication and consultation with the confined space entry team in accordance with work permit conditions. 2.3 Complete documentation and reports.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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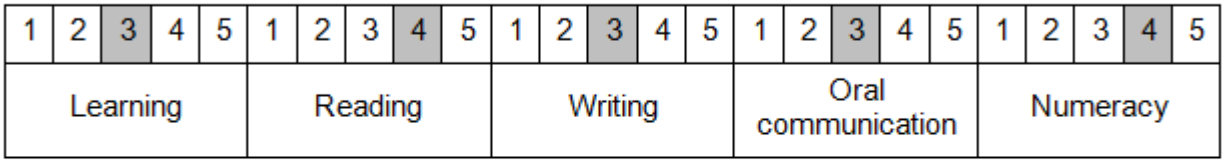
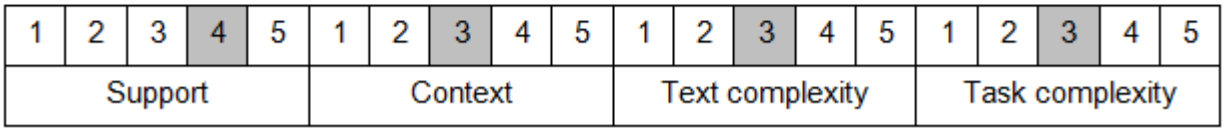
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFOH015B Control entry to confined spaces.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFWHS013 Control entry to confined spaces

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing, reading, interpreting and applying information on confined spaces
- analysing relevant workplace data to identify hazards, assess risks and evaluate effectiveness of WHS control measures
- analysing working environment to identify hazards, assess risks and design and implement appropriate WHS control measures
- assessing the resources needed to establish and maintain systematic approaches to managing WHS including a range of control measures
- operating equipment pertinent to the control of confined space entry
- identifying intervention points for expert advice to assist in work and to guide problem solving

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- appropriate emergency response procedures
- appropriate signage, symbols, labels and barriers
- entry permit procedures
- incident and accident investigation including WHS record keeping
- risk management principles and application of appropriate measures including hierarchy of control

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- role of technical information and experts in designing control measures, and monitoring systems
- training and competency requirements for confined space entry

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFWHS014 Monitor and report on hazardous substances safety

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFOH016B Monitor and report on hazardous substances safety. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.3 removed • PC 3.1 and 3.2 merged • Elements 2 and 3 merged

Application

This unit describes the skills required to effectively identify hazardous substances that may be present in the workplace and to monitor the hazard and hazard controls that have been recommended/implemented. The unit includes reporting the results of this identification and monitoring to commanders/managers.

In the context of this unit, a hazardous substance includes any substances with the potential, when used at work, to impact on the health or safety of persons and/or the environment (surface/ground water, flora, fauna, atmosphere, soil etc.) at or near the workplace.

This unit was developed for Defence personnel involved in the monitoring and reporting of hazardous substances as a workplace responsibility, but is applicable to all individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

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Those undertaking this unit would work independently or as part of a team under, indirect supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs. They would perform routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Work health and safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for the identification of a hazardous substance in the workplace	1.1 Identify hazardous substances and sources. 1.2 Identify and access existing organisational records relevant to the hazardous substance. 1.3 Conduct consultation with stakeholders.
2. Monitor hazardous substance controls and maintain records	2.1 Conduct workplace walk throughs and observations. 2.2 Record and report breaches of protocols, plans and local controls. 2.3 Inspect monitoring equipment regularly. 2.4 Review workplace hazardous substance and equipment maintenance records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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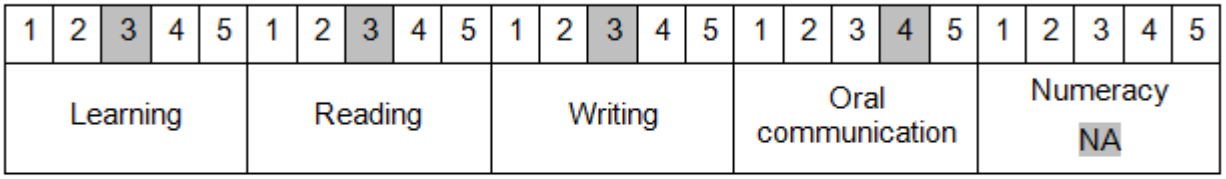
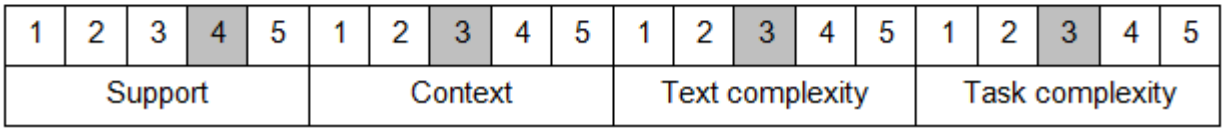
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFOH016B Monitor and report on hazardous substances safety.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFWHS014 Monitor and report on hazardous substances safety

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- testing and operating monitoring equipment
- identifying intervention points for expert advice to assist in work and to provide a guide to problem solving

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- hazardous substances likely to be found in the workplace
- WHS requirements relevant to hazardous substances in the workplace

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFWHS015 Conduct a work health and safety audit

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFOH017 Conduct a work health and safety audit. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.3, 2.4, 3.1, 3.3 and 4.1 removed • PC 3.2 and 3.4 merged • Elements 3 and 4 merged

Application

This unit describes the skills required to conduct an audit of work health and safety (WHS) requirements in Defence. It includes researching applicable legislation and codes of practice, selecting audit tools, conducting the audit, and following up on the audit to monitor the implementation of recommendations.

This unit was developed for Defence personnel who are involved in the audit of work health and safety requirements as a workplace responsibility, but is applicable to all individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under indirect supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs. They would perform routine tasks in a range of familiar contexts.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Work health and safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan and prepare for a work health and safety audit	1.1 Identify and record areas to be audited. 1.2 Identify and prepare appropriate audit tools. 1.3 Select appropriate auditing methods and techniques. 1.4 Brief all personnel involved in the audit.
2. Conduct a work health and safety audit	2.1 Inspect relevant audit and WHS records. 2.2 Assess application of WHS legislation, codes of practice and standards. 2.3 Assess WHS practices, control strategies and management systems. 2.4 Conduct audit within time and budget constraints.
3. Finalise audit and monitor implementation	3.1 Prepare audit report and update audit records. 3.2 Amend WHS system documentation. 3.3 Monitor implementation of recommendations.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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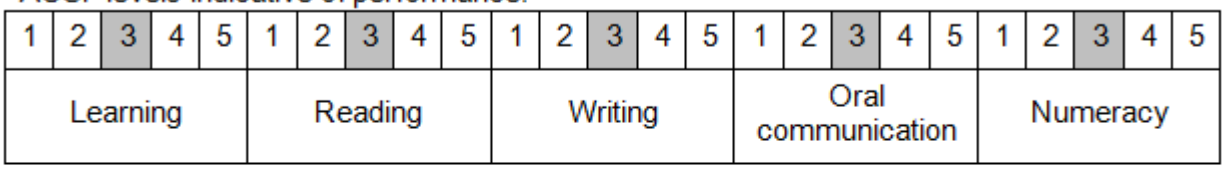
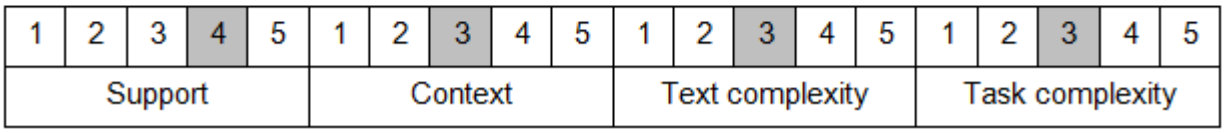
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFOH017 Conduct a work health and safety audit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFWHS015 Conduct a work health and safety audit

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- identifying hazards and assessing and controlling risks
- evaluating work health and safety system
- solving problems
- working effectively with teams/groups
- encouraging other team members
- using a variety of verbal and non-verbal communication techniques
- reading and interpreting WHS legislation, codes of practice and standards
- applying the principles and practices of auditing
- identifying intervention points for expert audit advice to assist in work and to guide problem solving

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- WHS codes of practice and standards
- WHS management systems
- hierarchy of risk control
- incident investigation and process improvement
- written communication to a level required to complete workplace documentation and WHS audit reports

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- interpersonal communication
- techniques for giving and receiving feedback
- negotiation techniques
- research techniques
- analysis techniques
- composition of teams and roles and responsibilities of team members

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFWHS016 Conduct work health and safety inspections

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFOH018 Conduct work health and safety inspections. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit covers the competency required to conduct specific work health and safety (WHS) workplace inspections in Defence. It includes researching the background of the workplace, consulting with stakeholders prior to the inspection and following up on the inspection to ensure that recommendations are implemented.

This unit was developed for Defence personnel who are involved in WHS workplace inspections as a workplace responsibility, but is applicable to all individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team, under indirect supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs. They would perform complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Work health and safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for work health and safety inspection	1.1 Identify and research previous inspection reports. 1.2 Analyse incident reporting statistics. 1.3 Identify and prepare inspection tools. 1.4 Inform personnel and finalise visit arrangements.
2. Negotiate with stakeholders	2.1 Identify and brief relevant stakeholders on inspection requirements. 2.2 Consult key stakeholders to determine options for programming inspections. 2.3 Develop and maintain appropriate records of stakeholder requirements. 2.4 Provide stakeholders with current and relevant WHS information.
3. Conduct work health and safety inspections	3.1 Negotiate outcomes with relevant stakeholders. 3.2 Access and utilise external agencies, where required. 3.3 Employ inspection tools appropriate to the area. 3.4 Confirm and record inspection information.
4. Finalise work health and safety inspections	4.1 Determine inspection findings and outcomes. 4.2 Explain identified options and recommendations to stakeholders. 4.3 Prepare and present inspection report.
5. Monitor implementation of inspection findings and recommendations	5.1 Obtain feedback from workplace on implementation of recommendations. 5.2 Monitor and assess implementation of recommendations. 5.3 Document changes to operating procedures.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	**3**	4	5	1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5
Learning					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	**4**	5	1	2	**3**	4	5	1	2	3	**4**	5	1	2	3	**4**	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFOH018 Conduct work health and safety inspections.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFWHS016 Conduct work health and safety inspections

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- interpreting WHS legislation, codes of practice and standards, and management systems
- selecting and using appropriate inspection tools and methods
- identifying hazards and assessing risks
- analysing workplace environment
- evaluating WHS environment
- solving problems
- using a variety of verbal and non-verbal communication techniques including
- reading to a level required to interpret and analyse job instructions, workplace forms and inspection reports
- writing at the level required to complete workplace forms and reports
- applying principles and practices of WHS inspections
- identifying intervention points for advice to assist in work and to guide problem solving

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- relevant work health and safety legislation
- work health and safety codes of practice and standards
- work health and safety management systems
- hierarchy of risk control

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- incident investigation and process improvement
- inspection techniques
- interpersonal communication
- techniques for giving and receiving feedback
- negotiation techniques
- research techniques
- analysis techniques
- team dynamics
- techniques for supporting others
- composition of teams and roles and responsibilities of team members

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFWHS017 Apply knowledge of WHS legislation

Modification History

Release	Comments
1	This unit was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to DEFCP008 Apply knowledge of WHS legislation. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to analyse and apply knowledge of Work Health and Safety (WHS) legislation. The application of WHS legislation knowledge is specific to a variety of component processes in safety case activities.

This unit applies to those working in Defence who are not specialists in the field but need the knowledge to inform their decision making and underpins advice to stakeholders. This unit was developed for Defence workers involved in the evaluation and review of safety cases but is applicable to all individuals who work in this field.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or as part of a team under indirect supervision. They must be able to use discretion and judgement and take responsibility for the quality of their outputs. They would perform complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Work Health & Safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Access and interpret relevant WHS legislation information	1.1 Identify and obtain relevant WHS legislation requirements. 1.2 Analyse WHS legislation information obtained to determine the relevance and application to the organisation. 1.3 Formulate outcomes of the analysis and determine recommendations relevant to WHS legislation requirements.
2. Use knowledge of WHS legislation	2.1 Apply WHS legislation requirements and recommendations relevant to safety cases. 2.2 Assess, review and record effectiveness of the recommendations. 2.3 Adjust recommendations if required and document for future application.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication NA					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to DEFCP008 Apply knowledge of WHS legislation.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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Assessment Requirements for DEFWHS017 Apply knowledge of WHS legislation

Modification History

Release	Comments
1	These Assessment Requirements were released in DEF Defence Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying organisational requirements relevant to WHS
- applying statutory requirements relevant to the WHS legislation
- identifying, interpreting and analysing WHS legislation requirements relevant to work being performed
- using appropriate information technology and software
- adhering to relevant compliance requirements
- applying knowledge of WHS legislation to assist in work and to guide problem solving

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- configuration management
- WHS legislation relevant to the work performed
- organisational requirements relevant to WHS
- statutory requirements relevant to safety case and safety systems

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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FDFAU4001A Assess compliance with food safety programs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers skills and knowledge required to assess compliance against an approved food safety program where the program is supported by a prescriptive template or tool or where compliance is checked against a food safety program that has been validated by a technical expert.

Application of the Unit

Application of the unit	This unit applies to regulatory, commercial or internal auditors. When this unit is applied to regulatory auditing it should be noted that the National Food Safety Audit Policy for regulatory auditing requires that the unit FDFAU4002A Communicate and negotiate to conduct food safety audits, must be pre or co-assessed with this unit when applied to assessing compliance against approved food safety programs that have been validated by a technical expert.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan the audit	1.1. An audit plan is developed to meet the audit scope 1.2. The plan is capable of delivering the required outcomes within resource and time allocations 1.3. Plan includes audit purpose, scope and relevant templates or approved food safety program 1.4. Activities and responsibilities for the audit are identified 1.5. Audit timing (as required by legislation and/or client) is identified including timetable for each stage of the audit 1.6. Resource, personnel and reporting requirements are identified 1.7. Follow up and completion procedures are identified 1.8. Communication protocols are identified and established to facilitate the effective exchange of information and suited to the auditee environment

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ELEMENT	PERFORMANCE CRITERIA
2. Confirm that the food business has documented required preliminary work	2.1. The food and the method of distribution are defined 2.2. Customers and intended use of food is identified 2.3. The process is described and documented 2.4. The food business has checked their documentation for accuracy and completeness
3. Confirm the food safety program is supported by a tool or template or has been validated	3.1. The documented food safety program and related procedures and prerequisite programs are assessed to confirm that they have a prescriptive tool or have been validated by a technical expert 3.2. The food business method of identifying and analysing food safety hazards is reviewed 3.3. Templates or the approved food safety program are correctly selected to meet audit scope 3.4. Templates or the approved food safety program are appropriately adapted to suit the needs of the business without adversely affecting food safety 3.5. Documented verification records are reviewed to confirm that the requirements of the food safety program are being met 3.6. Corrective actions required where processes are identified as not meeting targets or critical limits are assessed to confirm they meet the requirements of the template or food safety program 3.7. Food safety prerequisite programs are assessed to confirm they are appropriate for the food business/industry sector to maintain a safe food environment 3.8. Food safety program documents are reviewed to confirm currency, accuracy and adequacy to facilitate maintenance of an adequate food safety program
4. Collect evidence to review and assess implementation of food safety programs	4.1. Evidence is collected to confirm that documented programs and procedures are working effectively, reflect actual practice and are consistently applied 4.2. Evidence is collected to confirm that food safety monitoring and corrective actions are carried out according to procedure 4.3. Evidence is collected to confirm that safety prerequisite programs are effective and consistently followed 4.4. Evidence is collected to confirm that food safety records are completed and provide an accurate

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ELEMENT	PERFORMANCE CRITERIA
	record of events 4.5. Evidence is collected to confirm that records are accessed and analysed to confirm effective program maintenance in accordance with the template or food safety program 4.6. Evidence is collected to confirm that food safety skills and knowledge of food business personnel is commensurate with their work role 4.7. Evidence is collected to confirm that the food safety program has been internally monitored and assessed, updated and improved by a technical expert
5. Manage the audit process	5.1. Audit progress is monitored against the audit plan and any variation to plan is identified and addressed 5.2. Circumstances requiring the audit plan to be adjusted are identified and negotiated in a timely manner 5.3. Audits address audit scope and are conducted within time and resource constraints to meet quality and professional standards 5.4. The audit process is reviewed to identify opportunities for improvement
6. Consolidate audit outcomes	6.1. Audit evidence is analysed and assessed to identify any areas of non-compliance with legislation and/or the food safety program 6.2. Non-conformities are identified and classified as agreed by the audit plan 6.3. Non-conformities are reported in accordance with agreed client and/or legislative requirements 6.4. Audit reports and/or certificates are prepared and submitted or presented as required to meet regulatory and client requirements 6.5. A corrective action implementation plan defining proposed actions and timelines developed by the auditee is reviewed by the auditor to confirm that template or food safety program requirements are met 6.6. Audit findings are reviewed to confirm that evidence is sufficient as defined by the template or approved food safety program
7. Confirm and close out corrective actions	7.1. Implementation and effectiveness of corrective action is monitored and verified against the template or the approved food safety program

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ELEMENT	PERFORMANCE CRITERIA
	7.2. Audit records are maintained to record corrective actions

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
Ability to: • plan and organise audit activities • identify work processes and work flow • interpret food safety programs including flow charts, standard operating procedures (SOPs), and other process documentation • describe each process step and identify food safety hazards • conduct research to identify, collect and analyse evidence of compliance with food safety programs • use communication skills to support evidence collection and outcome presentation • identify and classify non-compliances • prepare audit reports and certificates to meet regulatory and client requirements • review corrective action implementation plans • monitor the implementation of corrective actions • maintain audit records
Required knowledge
Knowledge of: • required content and scope of food safety programs as defined in the National Food Safety Standard 3.2.1 or other relevant standards • purpose and minimum requirements of risk-based approaches to managing food safety hazards, including the role of prescriptive templates or approved food safety programs in supporting a risk-based approach and the process used to validate these tools • guidelines on implementing industry templates or approved food safety programs • legal requirements of food businesses • legal liability of auditors and protection against litigation and professional practice issues, including the circumstances under which an auditor could be prosecuted and insurance requirements • audit activities and principles, including guidelines on audit stages and activities as

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REQUIRED SKILLS AND KNOWLEDGE
outlined in ISO 19011:2002 • personal attributes required of food safety auditors, including those outlined in ISO 19011:2002, and additional system owner requirements where required • role, responsibilities and powers of enforcement agencies, authorised officers and commercial auditors, including reporting responsibilities, legal liability of auditors and delegation of authority to commercial auditors as may apply in some states and territories • information handling and management system protocols, including issues, such as rights of access to information, maintenance of confidentiality of audit information and reports and information dissemination requirements • evidence appropriate for use in audit processes, including the difference between objective and hearsay evidence and methods for recording and managing evidence to provide reliable reference information in the event that evidence is challenged • vocabulary and terms relating to food safety programs, includign terms and jargon to describe technical processes, industry standards and common biological and chemical terms • common biological, physical and chemical hazards that may occur in the food business and appropriate methods of control and critical limits as outlined in the approved food safety program or template • the impact of (1) the design and construction of premises and (2) the selection, application and condition of equipment, on food safety as defined in Food Safety Standard 3.2.3 • role of prerequisite programs in controlling hazards, including the relationship between prerequisite programs and risk-based approaches, such as HACCP to controlling food safety hazards • circumstances, implications and responsibilities in the event that the auditee requests that the audit ceases • circumstances and authority to initiate cessation of an audit • methods to assess skill requirements and options to confirm that the responsible personnel within the food business have the of food safety and food hygiene relevant to the food business

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	A person who demonstrates competence in this unit must be able to assess compliance against an approved food

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EVIDENCE GUIDE	
	safety program where the program is supported by a prescriptive template or tool or where compliance is checked against a food safety program that has been validated by a technical expert. Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competency in this unit must be achieved in accordance with food safety standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of ability to: • confirm that the food safety program and/or template is appropriate to the activities of the business • review food safety program records to assess compliance against the approved food safety program and/or template • collect and analyse evidence to confirm that the food safety program is consistently followed and controls all critical risks • identify circumstances where variation or customising of the template or food safety program requires further validation • submit non-compliance reports to clearly identify the aspects of the food safety program that have broken down/need further development in order to prevent recurrence.
Context of and specific resources for assessment	Competency may be assessed in an actual workplace or simulated environment that provides access to the required resources. At least one of the scenarios should be assessed in an actual workplace context. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. The following resources must be available: • food safety plans • food safety-related documentation required to implement and record the food safety plan • evidence and documentation relevant to processes that would typically be used to assess compliance with the food safety program • plant and equipment that would typically be used in a commercial manufacturing business.

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EVIDENCE GUIDE	
Method of assessment	Assessment methods must satisfy the endorsed Assessment Guidelines of FDF10 Food Processing Industry Training Package. The following assessment methods should be considered to gather sufficient and valid evidence of competency: • observation and a report covering the critical aspects for assessment identified above • questioning to test the level and application of knowledge • workplace example or scenario to allow a valid decision on the compliance of the food safety program to be made, with evidence of recording and feedback.
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Food safety program	Food safety programs include both prerequisite programs and a risk-based analysis of food safety hazards to determine required control measures to eliminate, prevent or reduce hazards. Minimum legal requirements for food safety programs are specified in National Food Safety Standard 3.2.1 or other relevant legislative requirements. The food safety program may be based on a template or externally developed program that is adapted to the needs of the business

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RANGE STATEMENT	
Licensing/certification requirements	Licensing and certification requirements are determined by system owners
Technical expert	The requirements of a technical expert are determined by the system owner. System owners may include: • government regulators as well as private system owners
Audit scope	The scope describes the purpose, extent and boundaries of the audit. This may include: • physical locations • products • processes • time period covered by the audit • extent of authority of the auditor
Prerequisite programs	Prerequisite programs are also referred to as support programs, such as Good Manufacturing Practice (GMP), Good Agricultural Practice (GAP) and Good Hygiene Practice (GHP) Prerequisite programs can be divided into two categories. **Infrastructure and maintenance programs**. These may include: • layout, design and construction of buildings and facilities • supplies of air, water energy and other utilities • equipment, including preventative maintenance, sanitary design and accessibility for maintenance and cleaning • support services, including waste and sewage disposal **Operational prerequisite programs**. These may include: • personal hygiene • cleaning and sanitation • pest control • measures for the prevention of cross-contamination • packaging and labelling procedures

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RANGE STATEMENT	
	• supplier assurance • chemical storage • employee training • maintenance • calibration • document control • internal audit programs • traceability and recall programs • on-farm food safety schemes • inspecting and testing regimes, including analytical and microbiological testing
Legal requirements	The scope of the audit determines and may be determined by food safety legislation which may include: • Food Standards Code • relevant state and territory legislation and related codes of practice, including industry sector-specific legislation and related codes of practice, such as that relating to meat, seafood, dairy and primary production and processing • regulatory and commercial requirements relevant to importing countries • Commonwealth legislation (e.g. Export Control Act) Other legislation which may impact on the conduct of a food safety auditor may include legislation covering: • occupational health and safety (OHS), anti-harassment, anti-discrimination and industrial relations • trade practices legislation • environmental risk management • legal contracts or agreements
Food businesses	A food business refers to a business, enterprise or activity where food is produced, processed, stored, displayed and/or sold. It may also include primary producers
Food safety program documents	Food safety program documents may include: • documented statements of food safety policy

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RANGE STATEMENT	
	and objectives • documented procedures and records • documented complaints register • documents and records to ensure the effective development, implementation and updating of the food safety program
Risk-based approaches	Risk-based approaches to controlling food safety are typically based on HACCP, described in the Codex Alimentarius guidelines

Unit Sector(s)

Unit sector	Food safety auditing

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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FDFAU4002A Communicate and negotiate to conduct food safety audits

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the interpersonal skills and knowledge required to select and use appropriate methods of communication and negotiation to support audit processes.

Application of the Unit

Application of the unit	This unit applies to regulatory, commercial or internal auditors.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop a communication plan to support audit processes	1.1. Roles and responsibilities of the auditee are defined and agreed by both parties to address the audit scope 1.2. Roles and responsibilities of all personnel involved in the audit process are defined, communicated and agreed 1.3. Appropriate communication methods and protocols are determined and specific arrangements, including reporting requirements, are agreed 1.4. A communication plan is developed to identify the communication requirements and responsibilities of personnel involved in the audit process
2. Select and use appropriate communication methods to conduct an audit	2.1. Appropriate communication methods are used to establish and maintain effective client relationships, collect audit evidence, provide and present information, facilitate meeting processes, facilitate issue management and conflict resolution and communicate audit findings 2.2. Communication methods are selected to take account of system owner and food business requirements, workplace culture and individual differences 2.3. Information provided by the auditee is interpreted in the context of the industry sector, language and culture of the business
3. Negotiate to achieve agreement on audit outcomes	3.1. Areas of disagreement over audit outcomes are identified and clarified with the auditee 3.2. Understanding is sought on actions to be followed to

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ELEMENT	PERFORMANCE CRITERIA
	resolve outstanding issues 3.3. Communication techniques are applied to encourage all relevant parties to participate and express their views fully 3.4. Auditee views are treated with respect 3.5. Options for resolving differences are explored to reach agreement and meet audit timeline and resource parameters 3.6. Appropriate issue resolution strategies are explored to increase the likelihood of agreement on steps required to conclude the audit 3.7. The negotiation process is managed to maintain constructive client relationships 3.8. Any areas of continuing non-compliance that result from unresolved differences are reported to system owners and appropriate authorities as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
Ability to: • select, design and use appropriate communication methods and techniques to support the audit process and the needs of the audience • apply strategies to communicate with people at different levels of the food business with different English language, literacy and technical skill levels • facilitate groups to resolve sensitive and/or conflict-based issues • structure and present written and verbal information that is thorough, legible, clear, accurate and appropriate to the purpose and the audience • use information systems, technologies and software to manage security, authorisation and distribution of audit data and records • communicate information in environments where the recipients may be hostile to the information being presented • apply issue resolution strategies
Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE
Knowledge of: • legislation that impacts on acceptable communication methods and conduct, including anti-discrimination, anti-harassment and privacy legislation • vocabulary and terms relevant to audit process, including terms and jargon to describe food safety legislation, technical processes and industry standards • confidentiality needs and expectations of food businesses • strategies to communicate in culturally diverse environments • dynamics of conflict and strategies to manage resolution • the structure, authority levels and lines of reporting within a food business • communication methods relevant to different groups and audiences • reporting formats and requirements to meet client and legislative needs

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	A person who demonstrates competence in this unit must be able to select and use appropriate methods of communication and negotiation to support audit processes. This unit should be assessed together with other food safety auditing units. Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competency in this unit must be achieved in accordance with food safety standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of ability to: • design a communication plan to meet the needs of stakeholders in an audit process, specifically where a number of participants have limited English language and literacy skills • facilitate and negotiate to seek understanding of audit outcomes in a conflict-based situation where the outcomes are contested by the auditee. This component of assessment must provide opportunities to select and apply appropriate communication

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EVIDENCE GUIDE	
	methods.
Context of and specific resources for assessment	Competency may be assessed in an actual workplace or simulated environment where the simulated context provides access to audit findings which are disputed by the auditee. At least one of the audit scenarios should be assessed in an actual workplace context. A simulated environment must provide access to a typical range of personnel with communication skill levels appropriate to food businesses and to the roles of personnel involved in food safety audit processes.
Method of assessment	The following assessment methods should be considered to gather sufficient and valid evidence of competency: • observation of communication and conflict management skills • a report for a communication plan to conduct a food safety audit • questioning to test the level and application of knowledge • a journal or report on communication strategies used in conducting a food safety audit. Assessment methods must satisfy the endorsed Assessment Guidelines of FDF10 Food Processing Industry Training Package.
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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RANGE STATEMENT	
Licensing/certification requirements	This unit is part of a set of units that are a minimum requirement for auditors of food safety programs
Communication plan	A communication plan identifies: • the type and purpose of information to be provided through each stage of the audit process • audiences for types of information • the form or method of communication (e.g. written report, verbal presentation) • when/how often the communication will occur reporting procedures and responsibilities, including reporting timelines, formats and procedure for reporting serious/critical food safety hazards
Communication methods and protocols	Methods of communication may include: • written presentations and reports • two-way verbal interaction • constructive feedback • active listening • questioning to elicit, confirm and clarity information • interview techniques • facilitation of meetings and group processes • interpreting non-verbal skills and body language Communication protocols may include: • confidentiality • objectivity • information access and dissemination • levels of communication/lines or reporting • timeliness of providing information/responding to information requests
Food business requirements	Business requirements may require that communication is consistent with: • confidentiality requirements • legal requirements and related policies and procedures relating to communication

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RANGE STATEMENT	
	requirements • professional codes of conduct/personal attributes of auditors • information that is accurate, thorough and clearly presented • resource parameters • organisational structure and delegated levels of authority • existing communication mechanisms and systems used in the auditee's workplace
Individual differences	Individual differences may include but are not limited to: • age • race • gender • culture • religion • impairment/disability • physical features • educational background • technical skill level • communication styles and skill levels • English language and literacy • any other individual characteristics that may need to be taken into account in designing communication as covered by relevant legislation
Issue resolution strategies	Issue resolution strategies may include: • establishing open communication practices to encourage the trust and engagement of all parties • designing processes that ensure all parties have opportunities to fully express their position • involving personnel with additional expertise (this may include other expertise from the auditing body and/or the regulator) • validating evidence used to support audit findings

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Unit Sector(s)

Unit sector	Food safety auditing

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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FDFAU4004A Identify, evaluate and control food safety hazards

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the skills and knowledge required to identify, evaluate and control food safety hazards for the purposes of validating specific control measures in a food safety program.

Application of the Unit

Application of the unit	This unit applies to regulatory, commercial and internal food safety system auditors. When this unit is applied to regulatory auditing it should be noted that the National Food Safety Audit Policy for regulatory auditing requires that, when assessing compliance of food safety programs in a medium or high risk environment, the following units must be pre or co-assessed with this unit: • FDFAU4002A Communicate and negotiate to conduct food safety audits • FDFAU4003A Conduct food safety audits. When applied to conducting regulatory food safety audits of high risk food businesses or processes, additional food safety auditing unit/s relevant to the specified business or process may be required under the National Food Safety Audit Policy. Current high risk food safety auditing units are: • FDFAU4005A Audit bivalve mollusc growing and harvesting processes • FDFAU4006A Audit a cook chill process • FDFAU4007A Audit a heat treatment process • FDFAU4008A Audit manufacturing of ready-to-eat meat products.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Identify food safety hazards in a food business	1.1. Biological food safety hazards that could present a risk in the food at the point of consumption are identified by type, origin and food association and assessed to determine risk level and control requirements 1.2. Intrinsic and extrinsic chemical food safety hazards that could present a risk in the food at the point of consumption, including toxin presence, are identified

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ELEMENT	PERFORMANCE CRITERIA
	by type, origin and food association and assessed to determine risk level and control requirements 1.3. Physical food safety hazards that present a risk in food are identified and assessed to determine control requirements
2. Control food safety hazards in a food business	2.1. Processing hazards and related control measures and critical limits, monitoring and recording requirements are established and validated to eliminate or reduce food safety hazards to acceptable levels 2.2. Food storage and handling requirements necessary to eliminate or reduce food safety hazards are determined 2.3. Personal hygiene practices required to eliminate or reduce food safety hazards are established 2.4. Cleaning and sanitation, housekeeping and pest control practices and procedures required to prevent or reduce food safety hazards are established 2.5. Other prerequisite programs are developed to eliminate or reduce food safety hazards to acceptable levels

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
Ability to: • interpret and apply relevant legislation, codes of practice and technical standards • identify biological, chemical and physical food safety hazards • determine critical control points and critical limits for identified hazards • establish the required procedures, systems and records to monitor critical control points in order to demonstrate that the critical control point is in control • specify required corrective actions and corrections to be taken when critical limits are not achieved
Required knowledge
Knowledge of:

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REQUIRED SKILLS AND KNOWLEDGE

- sources of advice and research on foods, processing methods, production technologies and associated food safety hazards and control methods
- ways in which food can cause illness and injury, including incidence and trends in food-borne illness
- intrinsic and extrinsic factors that can impact on food safety
- common biological food safety hazards (including toxin production and spore formation) and conditions required for survival and growth of each, including growth rates, transmission routes, likely carriers and threshold levels
- sources of information on acceptable (and legal) levels of biological, chemical and physical contamination
- food supply chains and potential of a breakdown in control at one point to impact other parts of the chain
- survival and growth requirements of biological food safety hazards
- common allergenic substances as described by the Food Standards Code (and may be additionally defined by system owners)
- common control methods necessary to eliminate or reduce the risk of food-borne illness to acceptable levels for each common pathogen, including the role of food storage, temperature control, preservation and process methods, traceability, product shelf-life, cleaning and sanitation, and pest control
- methods to detect and minimise the risk of food contamination by personal carriers, including convalescent and symptomless carriers, and related minimum legal illness reporting requirements and personal hygiene procedures
- the role of microbiological sampling, swabbing and testing in assessing the presence of biological contamination
- methods to determine the appropriateness and effectiveness of control measures and critical limits, including identifying the effect of control measures on the identified food safety hazard, method and feasibility of monitoring, the relationship to other control measures, and the severity of consequences and required corrective action in the event of failure of control
- types and causes of acute and chronic chemical food borne illness
- the food safety and legal impact of chemical contamination, including residual agricultural and environmental chemicals, residual industrial (including cleaning) chemicals, and chemical contamination as a result of packaging methods and materials
- physical hazards that pose a food safety risk
- common control methods to eliminate or reduce the risk of chemical or physical food-borne illness to acceptable levels for each common form of chemical and physical food safety hazard, including:
  - chemicals that pose a food safety risk
  - common food allergens
  - physical hazards
- the role and requirements of prerequisite programs and procedures to eliminate, prevent or reduce biological, chemical and physical food safety hazards to

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REQUIRED SKILLS AND KNOWLEDGE
acceptable levels

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	A person who demonstrates competency in this unit must be able to establish or validate specific control measures in a food safety program based on demonstration of the identification, evaluation and control of food safety hazards. Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competency in this unit must be achieved in accordance with food safety standards and regulations.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of ability to:
	• select a food supply chain and identify:
	  • known biological food safety hazards that could occur across the chain and could present a risk in food at the point of consumption
	  • likely patterns of growth and transmission from source of contamination to onset of consumer symptoms for pathogens likely to occur in the supply chain, including threshold levels
	  • sources of chemical and physical contamination that could present a food safety risk at the time of food consumption, across the chain
	  • impact and indicators of the presence of biological or chemical food safety hazards throughout the food chain
	  • acceptable levels of contamination. These may be established by reference to relevant legislation and/or reference to system requirements
	• select one stage in the food supply chain (which must be a medium or high risk business or process) and establish or validate control measures and

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EVIDENCE GUIDE	
	verification records and procedures.
Context of and specific resources for assessment	Assessment may occur in a real or simulated food business context where the simulated context provides access to food safety programs for a multi-staged food supply chain which includes the point of delivery to the consumer. The selected supply chain must include at least one medium or high risk business and/or process and provide opportunity to apply a depth and breadth of food safety knowledge.
Method of assessment	The following assessment methods should be considered to gather sufficient and valid evidence of competency: • observation and documentation showing the identification of critical aspects of a food chain • questioning to test the level and application of knowledge • workplace example or scenario to produce validated control measures and verification records and procedures for food safety hazards.
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Licensing/certification requirements	Licensing and registration arrangements are determined by system owners
Food safety hazards	A food safety hazard is a biological, chemical, or

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RANGE STATEMENT	
	physical agent in, or condition of, food with the potential to cause an adverse health effect in humans (defined in 'Hazard Analysis and Critical Control Point System and Guidelines for its Application', Codex Alimentarius Commission)
Biological food safety hazards	Common biological food safety hazards include but are not limited to: • Salmonella spp • Campylobacter jejuni • Bacillus cereus • Clostridium perfringens • Clostridium botulinum • Cryptosporidium • Pathogenic escherichia coli • Giardia • Listeria moncytogenes • Shigella spp • Staphylococcus aureus • Vibrio parahaemolyticus • Yersinia enterocolitica • Hepatitis A virus • Norwalk virus Classifications by type of micro-organism include: • bacteria • viruses • moulds/fungi • parasites • algae
Chemical food safety hazards	Common origins of chemical contamination may include: • cleaning chemicals • pesticides • veterinary residues • chemical additives • allergenic substances • toxic metals • nitrites, nitrates and N-nitroso compounds • polychlorinated biphenyls (PCBs)

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RANGE STATEMENT	
	• plasticizers and packaging migration • phytotoxins • zootoxins
Physical food safety hazards	Physical food safety hazards refer to objects not normally found in food which may cause illness or injury to the consumer
Acceptable levels	Acceptable levels define the level of a particular hazard in the end product that is acceptable to ensure food safety. Acceptable levels are typically defined by: • the Food Standards Code • commonwealth, state or territory legislation or codes • industry codes of practice • international protocols (CODEX Alimentarius) • customer food safety requirements (including intended use)
Prerequisite programs	Prerequisite programs are also referred to as support programs, such as Good Manufacturing Practice (GMP), Good Agricultural Practice (GAP) and Good Hygiene Practice (GHP). Prerequisite programs can be divided into two categories. **Infrastructure and maintenance programs**. These may include: • layout, design and construction of buildings and facilities • supplies of air, water, energy and other utilities • equipment, including preventative maintenance, sanitary design and accessibility for maintenance and cleaning • support services, including waste and sewage disposal **Operational prerequisite programs**. These may include: • personal hygiene • cleaning and sanitation • pest control

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RANGE STATEMENT	
	• measures for the prevention of cross-contamination • packaging and labelling procedures • supplier assurance • chemical storage • employee training • maintenance • calibration • document control • internal audit programs • traceability and recall programs • on-farm food safety schemes • inspecting and testing regimes, including analytical and microbiological testing
Critical control point	Critical control point is a step at which control can be applied and is essential to prevent or eliminate a food safety hazard or reduce it to an acceptable level
Critical limit	Critical limit refers to criterion which separates acceptability from unacceptability
Food supply chain	Food supply chain refers to a sequence of stages and operations involved in the production, processing, distribution and handling of food from primary production to consumption
Growth requirements	Factors which influence the growth of pathogenic micro-organisms may include: • temperature • water activity • gases • pH • time • moisture • nutrients
Validation	Validation refers to obtaining evidence to confirm that a HACCP-based food safety program is complete and effective and will deliver the expected food safety outcomes
Validation evidence	Validation evidence confirms that control

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RANGE STATEMENT	
	measures are capable of being consistently effective and may include the application of: • existing Australian legislative requirements • challenge tests • peer reviewed scientific papers • targeted scientific reports • validation already carried out in other jurisdictions and recognised by the responsible authority • mathematical modelling (e.g. predictive microbiology models) • industry codes of practice (where implementation by food business is verified during audits)

Unit Sector(s)

Unit sector	Food safety auditing

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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FDFFS2001A Implement the food safety program and procedures

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the skills and knowledge required to maintain personal hygiene and conduct food handling, housekeeping and waste disposal related to work tasks and responsibilities where work involves operation of production and/or packaging equipment and processes.

Application of the Unit

Application of the unit	This unit is based on and equivalent to the guideline food safety unit GFSMFSRA Apply and monitor food safety requirements. Note that this unit does not apply to the pharmaceutical industry. Refer to FDFPH2001A Apply Good Manufacturing Practice procedures.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement the food safety program	1.1. Food handling requirements are identified 1.2. Food handling is carried out according to the food safety program 1.3. Food safety hazards are controlled as required by the food safety program 1.4. Where food safety control requirements are not met, the incident is promptly reported and corrective action is taken 1.5. Food safety information is recorded to meet requirements of the food safety program 1.6. The workplace is maintained in a clean and tidy order to meet workplace standards 1.7. Work is conducted in accordance with workplace environmental guidelines
2. Participate in maintaining and improving food safety	2.1. Work area, materials, equipment and product are routinely monitored to ensure compliance with food safety requirements 2.2. Processes, practices or conditions which could result in a food safety breach are identified and reported according to workplace reporting requirements 2.3. Corrective action is taken in accordance with the food safety program 2.4. Food safety issues are raised with designated

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ELEMENT	PERFORMANCE CRITERIA
	personnel
3. Comply with personal hygiene standards	3.1. Personal hygiene meets the requirements of the food safety program 3.2. Health conditions and/or illness are reported as required by the food safety program 3.3. Clothing and footwear worn is appropriate for the food handling task and meets the requirements of the food safety program 3.4. Movement around the workplace complies with the food safety program

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Ability to:

- locate and follow workplace information relating to food safety responsibilities
- follow workplace procedures to maintain food safety as required by the food safety program relating to own work
- monitor food safety hazards as required by the food safety program, including methods such as visual inspection, sampling and testing
- record results of monitoring, and maintain records as required by the food safety program
- identify and report situations that do not meet the requirements of the food safety program and/or could result in unsafe food
- take corrective action as required by food safety program within level of responsibility
- handle, clean and store equipment, utensils, packaging materials and similar items according to the requirements of the food safety program as required by work role
- maintain personal hygiene consistent with the food safety program
- take necessary precautions when moving around the workplace and/or from one task to another to maintain food safety
- wear and maintain appropriate clothing/footwear as required by work tasks and consistent with the requirements of the food safety program
- report health conditions and illness as appropriate according to the food safety program
- handle and dispose of out-of-specification or contaminated food, waste and

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recyclable material according to food safety program as this requirement relates to own work responsibility
- maintain the work area in a clean and tidy state
- identify and report signs of pest infestation
- record food safety information in appropriate format
- clean and sanitise equipment according to enterprise procedures
- collect samples and conduct tests according to the food safety program according to enterprise procedures
- participate in investigating food safety breaches according to enterprise procedures
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor
- work cooperatively within a culturally diverse workforce

Required knowledge

Knowledge of:

- sources of information and expertise on procedures and responsibilities for food safety relating to own work
- basic concepts of HACCP-based food safety, including identification of hazards that are likely to occur, establishing appropriate methods of control and confirming that controls are met
- food safety management arrangements in the workplace, including awareness of food safety legislation, workplace policies and procedures to implement responsibilities, understanding the relationship between the quality system and food safety program, personnel responsible for developing and implementing the food safety program, the role of internal and external auditors as appropriate, procedures followed to investigate contamination events, and performance improvement processes
- awareness of common microbiological, physical and chemical hazards related to the foods handled in the work area, including the types of hazards likely to occur, the conditions under which they occur, possible consequences and control methods to prevent occurrence
- basic understanding of the properties, handling and storage requirements of ingredients, materials and products handled and used
- suitable standard for materials, measuring devices, equipment and utensils used in the work area
- food safety requirements related to work responsibilities, including personal hygiene, requirements and procedures to report illness and safe food handling practices for own work
- methods used to monitor that food safety is under control, including the purpose of sampling and taking measurements, such as temperature and pH, and conducting inspections and tests
- action required in the event of non-compliance (corrective action is typically described in the food safety program and/or related workplace information)
- purpose of keeping records and the recording requirements of the food safety

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program
- methods used in the workplace to isolate or quarantine food which may be unsafe
- product and ingredient traceability procedures, such as product recall where required by work responsibilities
- clothing and footwear requirements for working in and/or moving between food handling areas
- personal clothing maintenance, laundering and storage requirements
- appropriate bandages and dressings to be used when undertaking food handling
- housekeeping requirements and responsibilities relating to own work, and use and storage of housekeeping/cleaning equipment where relevant
- procedures to follow in the event of pest sighting or discovery of infestation
- purpose and importance of cleaning and sanitation procedures
- waste collection, recycling and handling procedures relevant to own work responsibilities
- cleaning and sanitation procedures where relevant
- impact of rework handling/addition on food safety where relevant
- sampling and test methods where relevant

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of ability to: • identify own responsibilities with regard to food safety • identify food safety risks in the workplace and the control measures used to manage them • apply control measures in own work • monitor compliance with food safety standards • identify and act on non-compliances and participate in improving safety • maintain required standards of personal hygiene • complete workplace records as required

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EVIDENCE GUIDE	
	• apply safe work practices and identify OHS hazards and controls • apply food safety procedures.

Context of and specific resources for assessment	Assessment must occur in a real or simulated workplace where the assessee has access to:
	• food safety information relating to the workplace, including a food safety program outlining food safety hazards and control methods. It may also include company policies, procedures and codes of practice, such as:
	  • Good Manufacturing Practice (GMP)
	  • related work instructions and procedures
	  • work tasks and responsibilities
	  • appropriate clothing and related apparatus
	  • reporting and monitoring systems
	  • cleaning and sanitation policies and procedures as required
	  • sampling and test procedures and related equipment as required.

Method of assessment	This unit should be assessed together with other units of competence relevant to the function or work role. Examples could be: • FDFOP2004A Clean and sanitise equipment • FDFOP2013A Apply sampling procedures • FDFOP2063A Apply quality systems and procedures • MSL973001A Perform basic tests.
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

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RANGE STATEMENT	
wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
A food safety program	A food safety program is a written document that specifies how a business will control all food safety hazards that may be reasonably expected to occur in all food handling operations of the food business. The food safety program and related procedures must comply with legal requirements of the food safety standards and must be communicated to all food handlers. Where no food safety program is in place, food safety requirements may be specified in general operating procedures
Workplace information	Workplace information may be provided in: • food safety program • standard operating procedures (SOPs) • specifications • log sheets • written or verbal instruction
Food handling	Food handling refers to: • food receipt and storage • food preparation • cooking, holding, cooling, chilling and reheating • packaging, disposal
Products/materials handled and stored	Products/materials handled and stored can include: • raw materials • ingredients • consumables • part-processed product • finished product • cleaning materials
Examples of a breach of food safety procedures	Examples of a breach of food safety procedures could include: • failure to check delivery temperatures of potentially hazardous chilled food

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RANGE STATEMENT	
	• failure to place temperature-sensitive food in temperature controlled storage conditions promptly • failure to wash hands when required • use of cloths for unsuitable purposes
Responsibility for monitoring food safety	Responsibility for monitoring food safety, identifying breaches in food safety procedures and taking corrective action relates to own tasks and responsibilities and occurs in the context of the food safety program in the workplace
Monitoring	Monitoring describes the methods used to confirm that a food safety hazard is in control, such as: • taking temperatures • collecting samples • conducting visual inspections • conducting other tests as required
Food safety hazard	A food safety hazard is a biological, chemical or physical agent in, or condition of, food that has the potential to cause an adverse health effect
Hygiene requirements	Minimum personal hygiene requirements are specified by the food safety program. At a minimum this must meet legal requirements as set out in the Food Safety Standard 3.2.2, Division 4:14 and/or state or territory legislation/regulations
Reporting of health conditions and illnesses requirements	Reporting of health conditions and illnesses requirements are specified by the food safety program. At a minimum this must meet legal requirements as set out in Food Safety Standard 3.2.2, Division 4:13 and/or state or territory legislation/regulations
Appropriate clothing and footwear	Appropriate clothing and footwear depends on work requirements. It should be designed to ensure that the body and clothing itself does not contaminate food or surfaces likely to come into contact with food. Examples of clothing designed to prevent contamination by the body include: • purpose designed overalls or uniforms • hair-nets

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RANGE STATEMENT	
	• beard snoods • gloves • overshoes

Unit Sector(s)

Unit sector	Food safety

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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FDFFS3001A Monitor the implementation of quality and food safety programs

Modification History

November 2011: minor typographical error corrected.

Unit Descriptor

Unit descriptor	This unit of competency covers the skills and knowledge required to provide a leadership role in supporting day-to-day implementation of the food safety/quality programs in a work area. It also involves supporting others to implement the requirements of the food safety/quality procedures.

Application of the Unit

Application of the unit	This unit applies to those with formal responsibility for others, and to those required to model workplace policies and procedures but who have no formal management role. This unit is based on and equivalent to the guideline food safety unit GFSOFSA Oversee the day-to-day implementation of food safety in the workplace. Note that this unit does not apply to the pharmaceutical industry. Refer to FDFPH3001A Monitor and maintain Good Manufacturing Practice procedures.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		
	FDFFS2001A	Implement the food safety program and procedures

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Ensure others in the work area are able to meet quality and food safety requirements	1.1. Hazard control and clothing and equipment appropriate to work requirements are available, functional and correctly fitted 1.2. Information on food safety/quality responsibilities and procedures is current, accessible and communicated to others in the work area 1.3. Information about identified hazards and the outcomes of risk assessment and risk control procedures is accessible and communicated to others in the work area 1.4. Food safety/quality hazards and control measures used in the work area can be identified by those in the work area 1.5. Mentoring and coaching support is available to support individuals/groups to implement quality and

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ELEMENT	PERFORMANCE CRITERIA
	safe food handling procedures 1.6. Training needs are identified and addressed within level of responsibility
2. Monitor observance of quality standards and food safety programs in the work area	2.1. Work procedures in the work area are clearly defined, documented and followed 2.2. Deviation from identified procedures is identified, reported and addressed within level of responsibility 2.3. Personal behaviour is consistent with workplace policies and procedures that support food safety and quality 2.4. Food safety and/or quality hazards are identified and reported according to workplace procedures 2.5. Food safety and quality information is recorded to meet workplace reporting requirements 2.6. The work area is maintained according to housekeeping standards 2.7. Work is conducted in accordance with workplace environmental guidelines
3. Take corrective action in response to quality and food safety non-compliance	3.1. Workplace procedures for responding to quality and food safety non-compliance are promptly implemented 3.2. Hazardous events are investigated to identify cause 3.3. Control measures to prevent recurrence and minimise risks of hazardous events are implemented
4. Maintain and improve quality and food safety in the work area	4.1. Processes or conditions which could result in a breach of food safety procedures or quality specifications are identified, assessed, removed or and/reported within level of responsibility and according to workplace procedure 4.2. Risk assessments are conducted and appropriate control measures are identified and implemented in the work area 4.3. Recommendations arising from risk assessments are implemented within level of responsibility 4.4. Inadequacies in control measures are identified and reported according to company reporting requirements 4.5. Matters raised relating to quality/food safety are promptly resolved and/or referred to appropriate personnel 4.6. The work group is consulted and advised of

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ELEMENT	PERFORMANCE CRITERIA
	quality/food safety matters relevant to work role 4.7. Opportunities for improving food safety and quality are identified and raised with relevant personnel 4.8. Procedures are developed or revised to support effective control of quality and food safety hazards 4.9. Quality/food safety records are reviewed to ensure they are complete and meet the quality system, food safety program and legal requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Ability to:

- access, interpret and communicate information about the food safety program, quality requirements and related procedures to others in the work area
- demonstrate two-way communication, including active listening and responding constructively to feedback
- provide access to and maintain current food safety/quality documentation
- model safe food handling and quality practices and procedures to achieve required outcomes, including demonstrating:
  - work procedures that meet the requirements of quality and food safety
  - cleaning and sanitising equipment
  - sampling and testing as appropriate according to quality and food safety requirements
  - maintaining personal hygiene
  - wearing appropriate clothing and footwear as required by the work task
  - following procedures when moving within and between work areas
  - reporting health conditions and illnesses according to workplace procedures
  - handling, cleaning and storing equipment, utensils and packaging materials as appropriate
- identify control points in the work area and demonstrate monitoring techniques used (control points include critical, quality and regulatory control points)
- support others to meet quality standards and follow food safety procedures by ensuring that all personnel in the work area receive the information required and have the necessary skills and equipment to carry out their responsibilities

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REQUIRED SKILLS AND KNOWLEDGE

- identify, report and/or address food safety/quality non-compliance in an appropriate and timely manner within level of responsibility
- determine when and how to make adjustments to maintain output within level of responsibility
- identify, report and/or address food safety/quality training and development needs of others in the work area
- ensure that appropriate and timely action is taken in response to non-compliance
- handle and dispose of out-of-specification or contaminated food, waste and recyclable material according to food safety program as this requirement relates to own work responsibility
- participate in investigations of non-compliance and risk assessment processes
- participate in consultation processes to improve quality and food safety outcomes in the workplace
- review practice and procedures to implement recommendations arising from risk assessments and/or improvement proposals within level of responsibility, such as collecting and analysing food safety/quality records, reviewing operating procedures and communicating changes to others in the work area
- ensure that housekeeping standards are maintained and that equipment is in operational order, such as participating in the management of equipment calibration
- monitor the recording of quality and food safety information to confirm that records accurately reflect performance and meet the requirements of the food safety and quality programs
- participate in food recall procedures as required, within level of responsibility
- facilitate consultation processes according to enterprise procedures
- lead investigations of quality and food safety incidents according to enterprise procedures
- work cooperatively within a culturally diverse workforce

Required knowledge

Knowledge of:

- sources of information and expertise on procedures and responsibilities for food safety relevant to the workplace
- principles of a HACCP-based approach to managing food safety, including identifying hazards that are likely to occur, establishing appropriate methods of control and confirming that controls are met
- basic concepts of quality assurance including hazards, risk assessment and control methods
- company programs and systems in place to manage and support quality and food safety in the workplace, which may involve separate or integrated programs, including systems for maintaining and updating documents, such as operating procedures and specifications
- clothing and footwear requirements for working in and/or moving between food

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REQUIRED SKILLS AND KNOWLEDGE
handling areas, including personal clothing maintenance, laundering and storage requirements • appropriate bandages and dressings to be used when undertaking food handling • housekeeping requirements and responsibilities relating to own work, where relevant this includes use and storage of housekeeping/cleaning equipment • procedures to follow in the event of pest sighting or discovery of infestation • purpose and importance of cleaning and sanitation procedures • legal obligations for food safety and quality, including an awareness of government legislation and customer requirements • food safety and quality responsibilities and requirements relating to the work area • awareness of common micro biological, physical and chemical hazards related to the foods handled in the work area, including the types of hazards likely to occur, the conditions under which they occur, possible consequences and control methods to prevent occurrence • suitable standard for materials, measuring devices, equipment and utensils used in the work area • properties of food and ingredients used that affect food safety, including an understanding of related storage, processing and handling requirements • current technical and process knowledge required to participate in investigations of food safety/quality hazards, risks and incidents within level of responsibility, including an understanding of common micro biological, physical and chemical hazards, related control methods and the way changes in equipment and/or processing methods can affect food safety and quality outcomes • procedures for identifying unsafe and/or non-conforming product, including control points and evidence of out-of-specification product or materials • sampling procedures, test methods and inspections • options for responding to non-compliance, including legal responsibility, risk management and cost/implications of different responses and level of responsibility for decision making • methods used in the workplace to isolate or quarantine food which may be unsafe • waste collection, recycling, handling and disposal, including handling/disposal requirements for different types of waste, such as hazardous waste where relevant • traceability and recall procedures within level of responsibility • documentation system and procedures, including record keeping to meet both company and legal requirements, procedures for developing and/or reviewing workplace procedures, and document control systems used in the workplace • auditing arrangements, roles and responsibilities as they relate to own work responsibilities, such as internal and external audit processes • appropriate communication skills and techniques to convey information on quality and food safety requirements to others in the workplace • cleaning and sanitation procedures where relevant • impact of rework handling/addition on food safety where relevant • sampling and test methods where relevant

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REQUIRED SKILLS AND KNOWLEDGE
• facilitation and consultation techniqueswhere relevant

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of ability to: • describe quality and food safety program, risks and control measures of the work area • confirm that control measures are in place and that personnel in the work area are equipped and informed to implement programs • identify, address and follow up on non-compliances • identify causes of non compliances • conduct risk assessments and recommend responsive action • provide support to others to implement the programs • complete and maintain documentation.
Context of and specific resources for assessment	Assessment must occur in a real or simulated workplace where the assessee has access to: • food safety program for the work area which identifies critical control points, control measures and corrective action • quality policy, system and procedures • work area or system in which quality and food safety practices and procedures are to be monitored • personal protective clothing and equipment as required • review/audit arrangements • reporting and monitoring systems.

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EVIDENCE GUIDE	
Method of assessment	This unit should be assessed together with other units of competence relevant to the function or work role. Examples could be: • FDFPPL3001A Participate in improvement processes • FDFPPL3004A Lead work teams and groups • BSBRES401A Analyse and present research information.
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Work responsibilities	Work responsibilities may include formal or informal responsibility for modelling appropriate quality/food safety policies and procedures and providing a support role to others in the work area
Food safety program	A food safety program is a written document that specifies how a business will control all food safety hazards that may be reasonably expected to occur in all food handling operations of the food business. The food safety program and related procedures must comply with legal requirements of the food safety standards and must be communicated to all food handlers. Where no food safety program is in place, food safety requirements may be specified in general operating procedures

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RANGE STATEMENT	
Quality systems	Quality systems may be externally accredited, such as an ISO system, or internally designed and managed
Workplace information	Workplace information may be provided in: • food safety and quality policies and programs • standard operating procedures (SOPs) • specifications • log sheets • written or verbal instruction incorporating food safety and quality requirements
Incidents	A food safety incident is: • a situation where the safe limits or parameters identified by the food safety program are not met A quality incident is: • a situation where the quality limits or parameters identified in specifications or processing instructions are not met
Monitoring	Monitoring describes the methods used to confirm that a food safety or quality hazard is in control, such as: • taking temperatures • collecting samples • conducting visual inspections • additional testing as required
Responsibility for identifying breaches of food safety procedures	Responsibility for identifying breaches of food safety procedures and taking corrective action occurs in the context of the food safety program and within scope of responsibility
Responsibility for identifying non-compliance against quality standards	Responsibility for identifying non-compliance against quality standards occurs within the context of defined standards or specifications and relates to work area
Personal hygiene requirements	Minimum personal hygiene requirements are specified by the food safety program. At a minimum this must meet legal requirements as set out in the Food Safety Standard 3.2.2, Division 4:14 and/or state or territory

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RANGE STATEMENT	
	legislation/regulations
Reporting of health conditions and illnesses	Reporting of health conditions and illnesses requirements are specified by the food safety program. At a minimum this must meet legal requirements as set out in Food Safety Standard 3.2.2, Division 4:13 and/or state or territory legislation/regulations
Operator responsibilities	The operator at this level may not have direct responsibility for overseeing the training/development of team members. At a minimum they must be able to identify development needs of others in the work area and refer this information to the relevant personnel. The operator at this level may not have responsibility for independently assessing risks and determining the effectiveness of control measures. However, they would be expected to observe day-to-day effectiveness and participate in assessment and review processes. Responsibilities at this level may include facilitating consultation processes within level of responsibility
Record keeping	Record keeping complies with customer, legal and food safety program requirements

Unit Sector(s)

Unit sector	Food safety

Competency field

Competency field	

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Co-requisite units

Co-requisite units		

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FDFOP2013A Apply sampling procedures

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the skills and knowledge required to understand the requirements of sampling plans, and to collect and transfer samples to retain sample integrity.

Application of the Unit

Application of the unit	This unit has application in a food production environment. Operators requiring this competency would typically be required to follow specific sampling procedures, such as aseptic sampling. When applied to the pharmaceutical industry, relevant Good Manufacturing Practice (GMP) codes apply and reference to food safety is replaced by GMP.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for sampling	1.1. Sampling requirements are identified in accordance with the sampling plan 1.2. Sampling equipment, containers and labels are prepared
2. Collect samples	2.1. Samples are collected according to sampling procedures and the requirements of the sampling plan 2.2. Samples are handled and prepared to preserve sample and source integrity 2.3. Defects or abnormalities in source material and/or sample are identified and reported 2.4. Sample information is recorded according to workplace sample recording requirements 2.5. The work area is maintained according to housekeeping standards 2.6. Work is conducted in accordance with workplace environmental guidelines

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Ability to:

- access and interpret sampling plan to identify sampling requirements
- select, fit and use personal protective clothing and/or equipment
- prepare for sampling to ensure required tools, containers and labels are available
- follow sampling procedures and the sampling plan to collect samples from the points, in the quantities and at the times specified
- identify atypical source materials and/or samples and take corrective action, such as reporting abnormalities, repeating sample collection and/or following intensive sampling schedules as required
- complete sample records according to workplace requirements, such as labelling samples as required
- transfer samples for testing
- maintain work area to meet housekeeping standards
- prepare samples according to enterprise procedures
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor
- work cooperatively within a culturally diverse workforce

Required knowledge

Knowledge of:

- basic sampling principles, including the importance of following the sampling plan to obtain representative sampling reflecting characteristics of source material, the sample characteristics and related preservation, handling and storage requirements, and the labelling system purpose and requirements
- tests to be conducted on samples and related handling and preparation requirements and responsibilities
- characteristics of materials sampled and common contaminants and related conditions under which contamination is likely to occur
- sampling techniques relevant to samples collected, such as sterilisation methods and procedures
- the relationship between sampling, testing and production processes, including different sampling regimes that may apply in response to non-standard conditions or after corrective action is taken to adjust production outputs
- procedures and responsibility for reporting and recording sampling information, such as legislative requirements
- procedures for preparing samples where relevant

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of ability to: • conduct pre-start checks on equipment used for collecting and handling samples • collect, handle and store samples according to sampling requirements and standards • take corrective action in response to typical defects and inconsistencies • complete workplace records as required • apply safe work practices and identify OHS hazards and controls • apply food safety procedures.
Context of and specific resources for assessment	Assessment must occur in a real or simulated workplace where the assessee has access to: • sampling plan • documentation, including specifications, work instruction and other advice on sampling requirements • recording and reporting system • sampling instrumentation and containers as required • product/source material to be sampled.
Method of assessment	This unit should be assessed together with core units and other units of competency relevant to the function or work role. Example could be: • MSL973001A Perform basic tests
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where

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EVIDENCE GUIDE	
	possible, over a number of assessment activities.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Policies and procedures	Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements and industrial awards and agreements
Workplace information	Workplace information may include: • standard operating procedures (SOPs) • specifications • production schedules and instructions • manufacturers' advice • sampling plans
Sampling requirements	Sampling requirements include: • sampling under standard conditions • sampling after processes are adjusted in response to variation or non-conformance
Sampling	Sampling typically occurs at a number of points and using a range of techniques
Maintenance of sample integrity	Maintenance of sample integrity may be achieved by: • use of appropriate personal protective clothing • use of clean sampling tools and containers (sterilised tools/containers for aseptic sampling) • temperature control • addition of preservatives as required

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RANGE STATEMENT	
Sampling techniques	Sampling techniques may include: • sub-sampling

Unit Sector(s)

Unit sector	Operational

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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FDFTEC3001A Participate in a HACCP team

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the skills and knowledge required to participate in the development and/or review of a HACCP-based food safety program under direction.

Application of the Unit

Application of the unit	This unit is appropriate where the operator requires a detailed understanding of the steps and techniques used to develop and review a HACCP-based food safety program. This unit can be aligned at either AQF 3 or 4. When aligned at AQF 3 the person would typically participate in the development of the food safety program as part of a group. The scope of contribution would typically be limited to their immediate work area. When this unit is applied at AQF 4 the person may take a lead role in facilitating the development of the food safety program and would apply an understanding of food safety across more diverse operations or work areas. This unit is based on and achieves part of the guideline food safety unit GFSDFSPA Develop food safety programs.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		
	FDFFS2001A	Implement the food safety program and procedures

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare to develop and/or review a food safety program	1.1. Roles and responsibilities for participating in, developing or reviewing a food safety program are identified 1.2. The scope of the food safety program is identified
2. Identify and/or review food safety hazards	2.1. Processes to be covered by the food safety program are identified and steps within each process are described 2.2. Food safety hazards that are reasonably expected to occur are identified for each process 2.3. Handling methods, processing techniques and existing support programs used in the workplace are identified
3. Establish and/or	3.1. Acceptable methods of control are established for

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ELEMENT	PERFORMANCE CRITERIA
review methods to monitor and control food safety hazards	each food safety hazard that is reasonably expected to occur 3.2. Control methods are validated 3.3. Procedures for taking preventative action are established 3.4. Appropriate methods for monitoring that processes remain within control are established 3.5. Required corrective action to respond to situations where hazards are not effectively controlled is established 3.6. Work is conducted in accordance with workplace environmental guidelines

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Ability to:

- identify personal roles and responsibilities for participating in the development or review of a food safety program
- identify processes and steps to be covered
- identify hazards that are reasonably expected to occur and establish appropriate methods of control, such as participating in validating existing control methods and where there is no adequate control method in place, establishing an appropriate method
- establish or review procedures for implementing preventative action, such as revision of materials, processes and/or food handling procedures, and where required, the revision of workplace practices and documentation, such as specifications, operating procedures and approved supplier programs
- describe the appropriate monitoring requirements for each food safety hazard, including the method or procedure to be followed, the frequency and timing, the person responsible, and the information to be recorded (procedures to be followed would typically be specified in the form of a standard operating procedure or work instruction)
- describe corrective action requirements in the event that acceptable limits or

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REQUIRED SKILLS AND KNOWLEDGE
requirements of support programs are not met • develop or review documentation relating to the design and maintenance of the food safety program, such as flow diagrams, hazard analysis charts and tables, support program requirements, data analysis reports, corrective action reports and verification reports • develop or review documentation to communicate food safety responsibilities, such as standard operating procedures (SOPs), processing parameters and recording devices (e.g. log sheets) • communicate food safety responsibilities within level of responsibility using techniques and presentation styles appropriate to the audience • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor • work cooperatively within a culturally diverse workforce
Required knowledge
Knowledge of: • the purpose and intent of food safety legislation • purpose and responsibilities for maintaining records as required by legislation and workplace procedures • roles and responsibilities for development and maintenance of the food safety program, including roles of internal and external auditors and of authorised officers • techniques for applying HACCP-based principles, including techniques for identifying hazards, assessing the likelihood of occurrence, determining acceptable methods of control, monitoring and recording requirements for each control point, identifying corrective action if controls are not met, and developing system review procedures • techniques used to map operations and analyse food safety requirements, such as preparation of flow charts, hazard analysis charts and tables, and data analysis reports • raw materials, ingredient and finished product composition and characteristics, and related handling and storage requirements • food processing methods used in the workplace or work area and their effect on food safety • sources of technical expertise on food safety requirements • the role of consultation in the development, implementation and ongoing maintenance of the food safety program • documentation and recording requirements to support communication and monitoring of the food safety program, including procedures for maintaining and updating relevant documents, such as operating procedures • main types of food safety hazards/contamination likely to occur given the type of

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REQUIRED SKILLS AND KNOWLEDGE
product and processing methods used • conditions required for bacterial food poisoning to occur, such as water activity, pH, composition, time and temperature as relevant to food handled • acceptable control methods for the hazards identified and required corrective action when control requirements are not met • typical support programs, such as cleaning schedules, pest control, stock rotation, product traceability and personal hygiene, and how they can be used as part of a food safety program • acceptable control methods for the hazards identified and required corrective action when control requirements are not met • validation and verification processes and techniques and responsibilities

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of ability to: • identify components and parameters of a food safety program • identify food safety hazards in production processes • establish and validate control standards and methods for each hazard • establish procedures for unpredicted hazards • communicate and document hazards and control procedures • complete workplace records • apply safe work practices and identify occupational health and safety (OHS) hazards and controls • apply food safety procedures.
Context of and specific resources for	Assessment must occur in a real or simulated workplace

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EVIDENCE GUIDE	
assessment	where the assessee has access to: • workplace food safety program documentation • advice on quality and food safety legislation • procedures for developing or modifying specifications and other advice on food safety requirements • procedures for developing or modifying documentation, such as work instructions and procedures, log sheets and other recording requirements • review/audit arrangements • consultative mechanisms • communication systems • training system • reporting/recording system.
Method of assessment	This unit should be assessed together with core units and other units of competency relevant to the function or work role.
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Food safety programs	A food safety program is a written document that specifies how a business will control all food safety hazards that are reasonably expected to occur in the food business. The food safety program must provide for the systematic

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RANGE STATEMENT	
	monitoring of the controls as well as appropriate corrective action if a hazard is found not to be under control. Records must be kept to demonstrate action in relation to, or in compliance with, the food safety program. A food safety program may be developed as a stand-alone program or may be integrated with the quality program in a workplace
Methods used to control hazards	Methods used to control hazards include: • both support programs and specific hazard control limits or requirements Typical examples of support programs include: • product recall • cleaning schedules • pest control programs • personal hygiene practices • calibration procedures and related operating procedures
Food safety hazards	Food safety hazards include: • microbiological • chemical • physical hazards
Validation	Validation refers to: • the use of objective evidence in order to prove that materials, processes, procedures or equipment used are capable of delivering the intended result
Verification	Verification refers to: • reviewing all aspects of the food safety program and related records to determine compliance with and adequacy of the food safety program At a minimum, food safety programs must be verified annually
Scope of the HACCP based plans	The scope of the HACCP-based plan depends on workplace requirements and may extend outside the direct area of responsibility of the team participants

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Unit Sector(s)

Unit sector	Technical

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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FDFTEC4003A Control food contamination and spoilage

Modification History

November 2011: updated to include correct prerequisite.

Unit Descriptor

Unit descriptor	This unit of competency covers the skills and knowledge required to prevent food contamination and spoilage. It includes management of food safety and cleaning and sanitation programs.

Application of the Unit

Application of the unit	This unit has application at a level where a person would be expected to oversee control measures across a production site or facility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		
	FDFFS3001A	Monitor the implementation of quality and food safety programs* *FDFFS2001A Implement the food safety program and procedures*

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify legal responsibilities to produce quality, safe food	1.1. Legal and ethical responsibilities to produce safe food are identified 1.2. Legal, company and customer quality standards for products are identified
2. Identify common causes of food poisoning and contamination	2.1. Food-borne pathogens and contamination that can occur in processed food are identified 2.2. Patterns of contamination and spoilage are traced through processing, storage and shelf-life for a given product 2.3. Conditions required for contamination to occur are identified 2.4. Laboratory results used to detect the presence of contamination and/or related conditions are analysed and applied
3. Manage control measures to eliminate and/or minimise the risk of contamination	3.1. Control measures related to receivals, handling and processing, storage and/or transport stages to guarantee food safety in the workplace are identified 3.2. Control measures to prevent food contamination and spoilage are documented and followed
4. Manage cleaning and sanitation regimes	4.1. The main types of cleaners and sanitisers used in the food industry are identified 4.2. Application methods and related materials, labour and equipment requirements are identified

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ELEMENT	PERFORMANCE CRITERIA
	4.3. Cleaning and sanitation methods and regimes are assessed for environmental impact 4.4. Appropriate cleaning and sanitation methods are selected to suit a given product, processing method and risk factors and to ensure minimal impact on the environment 4.5. Inspection and/or test methods are in place to confirm the effectiveness of the cleaning and sanitation program 4.6. Responsibilities for cleaning and sanitation are documented and communicated

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Ability to:

- identify the requirements of legislative responsibilities relating to food production, including food composition, specification of safe handling, processing, storage and transportation methods as appropriate, and establishment of related programs, such as cleaning and sanitation, personal hygiene practices, training and food traceability and recall procedures
- identify how legislative requirements have been applied in a production context (this will typically be based on the food safety program (HACCP) for a production process)
- identify related roles and responsibilities for implementing, maintaining and reviewing the food safety program in a production environment
- identify the types of pathogenic bacteria, viruses and chemicals that can occur in food, including the main types of pathogens and contamination that can occur for a given product and production method, as well as the specific strains that can occur
- identify the main types and causes of food spoilage that can occur, including:
  - bacterial growth
  - growth of yeasts and moulds
  - fermentation
  - enzymic reactions
  - physical degradation (oxidation)
- identify the conditions that cause or promote the growth of pathogens and other

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REQUIRED SKILLS AND KNOWLEDGE
forms of contamination and food spoilage • identify typical control measures used to prevent contamination from occurring, including microbiological, chemical and physical types of contamination • distinguish between measures to control pathogenic growth (critical control measures) and those used to prevent other forms of contamination • interpret test results and apply this information in a production context • identify the types of contamination that can occur and the controls in place to prevent or minimise the likelihood of contamination occurring (where a food safety plan has been developed, compare the outcomes of this process with the provisions of the food safety plan) • review workplace information to ensure that critical control measures and procedures are documented in a form appropriate to meet company and legal requirements and that quality control measures and procedures are documented to meet company and customer requirements (documentation includes action to be followed in the event of an incident or emergency and should be reflected in food safety plans and operating procedures) • identify the cleaning and sanitation requirements/standards appropriate for a food processing environment • identify the types of cleaners, sanitisers and combined cleaning/sanitation agents used in the food industry and related application methods • evaluate the appropriateness of available methods to a given production process/product type • develop and/or review a cleaning regime suited to a given production process, including the nature, frequency and methods of cleaning and sanitation required, such as removal of residues as appropriate, inspection and/or test methods to confirm effectiveness and allocation of roles and responsibilities (the cleaning regime should balance the need to ensure effective cleaning and sanitation at the same time as minimising the disruption to production) • identify the possible consequences of failing to follow the cleaning regime • develop and/or review procedures to describe the methods, frequency, recording, inspection and test requirements related to implementation of cleaning and sanitation • analyse and interpret test results relating to cleaning and sanitation • for a given type of microbacterial and/or chemical contamination, identify likely causes, relevant tests and review of the effectiveness of existing controls, including cleaning and sanitation measures • use communication skills to interpret and complete work information to support operations of work team or area • demonstrate and support cooperative work practices within a culturally diverse workforce
Required knowledge
Knowledge of:

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REQUIRED SKILLS AND KNOWLEDGE

• the types of pathogenic bacteria, viruses and chemicals that can occur in food
• the main types of pathogens and contamination that can occur
• the main types and causes of food spoilage that can occur, including:
  • bacterial growth
  • growth of yeasts and moulds
  • fermentation
  • enzymic reactions
  • physical degradation (oxidation)
• the conditions that cause or promote the growth of pathogens and other forms of contamination and food spoilage
• criteria for evaluation to take account of the effectiveness of the method in controlling contamination risk, equipment requirements, cost and other criteria as identified by the workplace.
• issues of compatibility of cleaning agents with materials used in equipment/instrument fabrication
• the legal responsibilities to maintain food production facilities in a clean and sanitary condition, the difference between a surface that appears clean and one that is microbiologically described as clean, and use of terms, such as sterile and commercially sterile
• laboratory procedures used to avoid erroneous results, including practices such as use of negative controls and the purpose of false positives/false negatives
• common terms,such as:
  • plate count
  • culture
  • colony
  • bacteriophage
  • spores
  • yeasts and moulds
  • water activity

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the

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EVIDENCE GUIDE	
	assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of ability to: • identify legal, company and quality standards for food products • identify common causes of contamination and poisoning, and techniques used to verify status • identify and manage control measures used to address risks • manage cleaning procedures to ensure workplace standards meet food safety requirements.
Context of and specific resources for assessment	Assessment must occur in a real or simulated workplace where the assessee has access to: • food safety plan and related information, including operating procedures, cleaning and sanitation regimes/plans • laboratory test results • a given production process and product as the basis for tracing contamination/spoilage and identifying control measures • cleaning and sanitation methods, equipment and procedures .
Method of assessment	This unit should be assessed together with core units and other units of competency relevant to the function or work role.
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating

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RANGE STATEMENT	
conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Food-borne pathogens and contamination	Food-borne pathogens and contamination includes: • those listed in the World Health Organisation(WHO) table on 'Food-borne pathogens and chemicals of public health importance'. This is reproduced in a number of food safety-related documents, including 'Food Safety Standards Costs and Benefits' ANZFA, May 1999
Food-related legislation	Food-related legislation relevant to this unit includes: • relevant state, territory and federal food safety legislation • the Food Standards Code
Identification	Identification can be based on active ingredients and includes but is not limited to: • alkaline and acid-based detergents • steam/hot water-based methods of sanitation • bleach-based sanitisers • quaternary ammonium compounds (QUATs) • alcohol-based sanitisers • use of UV light, gamma radiation and combined cleaners/sanitisers

Unit Sector(s)

Unit sector	Technical

Competency field

Competency field	

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Co-requisite units

Co-requisite units		

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FNSASIC301 Establish client relationship and analyse needs

Modification History

Release	Comments
Release 1	This version first released with FNS Financial Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to interpret and comply with industry regulations and codes of practice when considering the characteristics of financial products and services for individual client needs.

It applies to individuals with excellent communication skills who are authorised as Australian Securities and Investments Commission (ASIC) registered Australian financial services licence (AFSL) holders to provide advice on deposit products, non-cash payment facilities and general insurance products at Tier 2 level.

Work functions in the occupational areas where this unit may be used are subject to regulatory requirements. Refer to the FNS Implementation Guide Companion Volume or the relevant regulator for specific guidance on requirements.

Unit Sector

ASIC units

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish relationship with client	1.1 Use range of communication and interpersonal skills to establish knowledge level of client 1.2 Respond to enquiries in relation to products and services by explaining range available and associated fee and charging

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ELEMENT	PERFORMANCE CRITERIA
	schedule 1.3 Inform client of role of adviser and licensee or principal responsible for adviser's conduct, including procedures for complaints handling and circumstances in which they should be engaged
2. Identify client objectives, needs and financial situation	2.1 Employ range of communication and interpersonal skills to gather client personal, financial and business details 2.2 Identify client's needs and product risk profile by encouraging expression of objectives and short-term, medium-term and long-term goals as relevant to product 2.3 Establish and confirm client expectations of cash flow and relevant taxation obligations
3. Analyse client objectives, needs, financial situation and risk profile	3.1 Undertake assessment of client's needs, using all information gathered and taking into account client's product expectations and specific needs 3.2 Consult client throughout analysis for further clarification where necessary 3.3 Analyse need for specialist advice and refer client to appropriate adviser for higher level or specialist advice if required 3.4 Complete product risk profile of client that demonstrates correct application of ASIC generic and specialist knowledge relevant to products being offered

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	3.1	• Recognises and interprets information from relevant sources to safeguard client needs
Writing	1.1-1.3, 2.1-2.3, 3.1-3.4	• Uses clear, specific and industry related terminology to complete and update workplace documentation
Oral Communication	1.1-1.3, 2.1-2.3, 3.1-3.4	• Elicits the view and opinions of others by listening and questioning • Clearly articulates requirements using language

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		appropriate to the audience and environment, and participates in a verbal exchange of ideas and solutions
Numeracy	1.2	• Interprets financial product information and analyses numerical data within spreadsheets and databases
Navigate the world of work	1.2, 1.3, 3.4	• Takes responsibility for providing effective advisory services that comply with legislative, regulatory and organisational requirements
Interact with others	1.1, 2.1, 2.2	• Selects and uses appropriate conventions and protocols to build rapport with clients to elicit and provide relevant information • Adapts personal communication style to show respect for the values, beliefs and cultural expectations of others
Get the work done	2.1-2.3, 3.1, 3.3, 3.4	• Takes responsibility for the sequence and priority of tasks within own workload to achieve effective outcomes • Uses analytical thinking and organisational techniques to assess relevant and key information that informs critical and non-critical decisions about client needs, risk profile and the potential need for input from others • Uses familiar digital tools and systems to complete job tasks

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
FNSASIC301 Establish client relationship and analyse needs	FNSASIC301C Establish client relationship and analyse needs	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c7200cc8-0566-4f04-b76f-e89fd6f102fe

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Assessment Requirements for FNSASIC301 Establish client relationship and analyse needs

Modification History

Release	Comments
Release 1	This version first released with FNS Financial Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- work effectively with clients to collect relevant personal and/or business information that will enable identification of their objectives, needs, expectations, financial situation and risk profile
- interpret and comply with relevant industry regulations and codes of practice requirements that relate to the provision of financial product advice
- analyse client information and assess client risk profile to determine the characteristics of financial products and services relevant to client needs.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must satisfy the knowledge requirements relevant to the products and activities in which advice is given.

For general insurance, deposit products and non-cash payments and relevant first home saver account products the individual must:

- explain the legal environment including disclosure and compliance covering:
  - role of the representative or adviser
  - relevant legal principles including the Corporations Act, Financial Services Reform Act (FSRA), Competition and Consumer Act, Insurance Contracts Act and Australian Securities and Investments Commission (ASIC) Act
  - the relationship between ethics and regulatory requirements including good faith, utmost good faith, full disclosure of remuneration and fees, and any other conflicts of interest which may influence the adviser's recommendation
- name relevant industry codes of practice and conduct

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- identify complaints resolution procedures (internal and external)
- outline relevant ASIC regulatory guidelines.

For general insurance the individual must:

- summarise the characteristics and participants of Australian insurance markets and the roles played by intermediaries, and identify insurance products including:
  - definition of an insurance product
  - conditions, exclusions and level of coverage of risk transfer products
  - types of insurance products
  - pricing of risk products
- identify taxation issues relating to insurance products
- explain advisory functions including:
  - role of the representative, broker or adviser
  - participants in the insurance advisory services market
  - range of services provided
  - profile and financial information of the client
  - appropriateness of a risk assessment
- summarise the specific product knowledge for the general insurance products in which advice is given including:
  - standard cover (and deviations)
  - policy wordings
  - taxes and charges
  - insurance claims
  - premium rating and risk selection
  - reporting
  - product development
  - underwriting.

For deposit products and non-cash payment facilities the individual must:

- name the types of deposit products and non-cash payment products
- summarise the product characteristics.

For first home saver accounts the individual must:

- name the types of first home saver account products including the range of accounts, associated risks and alternative products
- summarise the product characteristics – eligibility and withdrawal, and government conditions
- explain the taxation issues relating to first home saver accounts.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the financial services and products advice field of work and include access to:

- office equipment, technology, software and consumables
- financial services product information.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c7200cc8-0566-4f04-b76f-e89fd6f102fe

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FNSCRD405 Manage overdue customer accounts

Modification History

Release	Comments
Release 1	This version first released with FNS Financial Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to identify customer accounts which have outstanding payments and negotiate agreements that are monitored for compliance or further action.

It applies to individuals who may use a range of organisational and negotiation skills to plan, manage and monitor their work. This unit may be adapted to meet a range of debt recovery and debt management job roles.

Work functions in the occupational areas where this unit may be used are subject to regulatory requirements. Refer to the FNS Implementation Guide Companion Volume or the relevant regulator for specific guidance on requirements.

Unit Sector

Credit management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify customers requiring collection activity	1.1 Monitor organisational reporting system regularly for possible overdue accounts 1.2 Access relevant customer information and retrieve records 1.3 Review overdue accounts and customer credit histories in accordance with organisational policy and procedures, and relevant legislation

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ELEMENT	PERFORMANCE CRITERIA
2. Establish contact with customers and attempt to resolve outstanding payment matters	2.1 Determine proposed communication with customers to collect outstanding payments 2.2 Obtain approval to initiate communication with customers from authorised personnel in the organisation and inform other relevant external parties 2.3 Establish rapport with customers and ensure all communication complies with relevant legislation and organisational policy and procedures 2.4 Advise purpose of contact clearly and comprehensively to customers in accordance with legislative requirements
3. Negotiate resolution of outstanding payments	3.1 Advise customers of possibility of legal action and any other implications if outstanding payments are not resolved 3.2 Use appropriate techniques to achieve resolution and record negotiation outcomes accurately 3.3 Schedule further action to be undertaken in relation to outstanding payment matters
4. Monitor agreements to ensure adherence	4.1 Review accounts regularly to ensure that payments are received in accordance with negotiated arrangements 4.2 Address breaches of agreements in accordance with organisational policy and procedures, and legislative requirements 4.3 Refer outstanding payment matters to appropriate personnel as required

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 4.1	• Critically evaluates relatively complex texts and other information to determine if action is required
Writing	1.3, 2.1, 2.4, 3.1, 3.2, 3.3	• Documents actions and required information using clear and detailed language specific to the purpose of a range of communications with customers and external entities

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Oral Communication	2.2-2.4, 3.1, 3.2, 4.3	• Clearly articulates requirements using language, tone and pace appropriate to the audience and the environment • Uses careful listening and questioning techniques to negotiate and confirm mutual understanding of the agreement
Numeracy	1.1, 1.3, 4.2	• Uses a range of mathematical skills to interpret accounting records for breaches and calculate overdue amounts
Navigate the world of work	1.3, 2.3, 2.4, 4.2	• Takes personal responsibility for following explicit and implicit policies, procedures and legislative requirements • Identifies and acts on issues that contravene relevant policies, procedures and legal requirements in managing customer accounts
Interact with others	2.1-2.4, 3.1, 4.3	• Uses a range of strategies and reads verbal and non-verbal signals to establish a sense of connection and build rapport with customers • Negotiates positive outcomes for complex problematic exchanges • Recognises and accommodates basic differences and priorities of others
Get the work done	1.1-1.3, 3.2-3.3, 4.1-4.2	• Takes responsibility for planning, sequencing and prioritising tasks and own workload for efficiency and effective outcomes • Makes routine decisions and implements standard procedures for routine tasks, using formal decision-making processes for more complex and non-routine situations • Uses the main features and functions of digital tools to complete work tasks

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
FNSCRD405 Manage overdue customer accounts	FNSCRD405A Manage overdue customer accounts	Updated to meet Standards for Training Packages Rewritten and clarified performance	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
		criteria	

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c7200cc8-0566-4f04-b76f-e89fd6f102fe

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Assessment Requirements for FNSCRD405 Manage overdue customer accounts

Modification History

Release	Comments
Release 1	This version first released with FNS Financial Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- follow organisational procedures and policy for identifying overdue accounts and collecting outstanding payments
- communicate effectively with customers, explaining the implications of overdue accounts and alternative payment arrangement options following organisational guidelines and legislative requirements
- apply effective negotiation skills to resolve customer outstanding payment matters
- use the data entry and reporting system correctly to identify and monitor overdue accounts.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify and explain organisational policy changes that reflect current developments in the credit management sector
- explain the key steps or actions in legal debt recovery processes
- explain relevant legislative requirements of overdue account review and management
- outline a range of negotiation techniques that can be used in managing overdue customer accounts.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the credit management field of work and include access to:

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- common office equipment, technology and consumables
- credit product information
- relevant software systems and data
- organisational policy and procedures for payment recovery.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c7200cc8-0566-4f04-b76f-e89fd6f102fe

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FNSCUS402 Resolve disputes

Modification History

Release	Comments
Release 1	This version first released with FNS Financial Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to investigate, negotiate and resolve disputes between financial services customers and organisations.

It applies to individuals in any sector of the financial services industry who work with others as part of a formal internal dispute resolution process.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Customer service

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish that dispute exists	1.1 Identify all information relating to original problem and clarify grounds for dispute 1.2 Contact all parties to identify and clarify disputed issues and confirm that customer has a legitimate dispute, or that initial complaint has not already been settled to customer's satisfaction 1.3 Ensure that organisational operating procedures have been followed and all information relevant to dispute resolution process is provided to customer 1.4 Obtain additional information from relevant parties as required

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ELEMENT	PERFORMANCE CRITERIA
	and manage information exchange appropriately 1.5 Inform customer of organisation's obligations, procedures and timeframes where existence of genuine dispute is established
2. Investigate dispute and determine action to be taken	2.1 Collect all information from prior dealings with customer and undertake further investigations if necessary 2.2 Inform customer of progress and advise of any delays 2.3 Determine resolution action with consideration of facts, legislation, organisational policy and procedures and industry codes of practice, and inform appropriate personnel of action to be taken
3. Negotiate and resolve dispute	3.1 Inform customer of decision, including reasons if appropriate, and negotiate with claimant or representative if required 3.2 Resolve dispute effectively and in a timely manner, aiming to reduce need for litigation or formal conciliation services 3.3 Respect rights of customer in all dispute settlement procedures and refer any unresolved disputes to formal conciliation services
4. Finalise dispute	4.1 Record dispute resolution process outcomes and advise all parties affected by the decision clearly and promptly on the outcome and their rights to review of the decision 4.2 Prepare relevant documentation for unresolved disputes which have been referred to formal conciliation services according to legislation, regulations and codes of practice 4.3 Act on decisions of external dispute resolution as required 4.4 Complete all documentation in accordance with legislation and organisational procedures

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.3, 2.3	• Interprets, analyses and assesses a range of textual information from a variety of sources to ensure fully informed and compliant actions

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Writing	1.1-1.5, 2.2, 2.3, 3.1, 3.3, 4.1, 4.2	• Prepares specific, relevant information which clearly informs customer and relevant others of organisation's action and obligations consistent with regulatory requirements and timeframes • Uses logical, organised structures to document decisions and outcomes which comply with legislative and organisational requirements
Oral Communication	1.1-1.5, 2.2, 2.3, 3.1, 3.2, 3.3	• Engages in complex verbal interactions considering aspects of context, purpose and audience • Uses clear and direct language to clarify process, decisions and required actions to customer and others • Uses careful listening and questioning techniques to clarify understanding and elicit all relevant information
Numeracy	1.1, 1.3	• Extracts, interprets and evaluates numerical information relevant to disputes
Navigate the world of work	1.3, 1.5, 2.3, 3.3, 4.2, 4.4	• Takes personal responsibility for following explicit and implicit policies, procedures and legislative requirements
Interact with others	1.1-1.5, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1	• Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders involved in disputes • Collaborates and negotiates with others to achieve agreeable outcomes, playing an active role in facilitating consensus in contentious situations • Recognises behaviours and triggers that contribute to conflict and implements strategies to moderate conflict
Get the work done	1.1-1.5, 2.1-2.3, 3.1-3.3, 4.1-4.4	• Organises, plans and sequences own workload • Accesses, interprets and manages dispute documentation and related information • Applies problem-solving processes to address negotiation and related dispute resolution issues • Uses decision-making processes to form recommendations in operational situations • Uses the main features and functions of digital tools to complete work tasks and access information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**

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Code and title current version	Code and title previous version	Comments	Equivalence status
FNSCUS402 Resolve disputes	FNSCUS402A Resolve disputes	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c7200cc8-0566-4f04-b76f-e89fd6f102fe

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Assessment Requirements for FNSCUS402 Resolve disputes

Modification History

Release	Comments
Release 1	This version first released with FNS Financial Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify, investigate and obtain all relevant information relating to the dispute
- apply dispute resolution and negotiation techniques effectively
- settle disputes in the financial services industry in line with organisational policy and procedures, and relevant industry and legislative requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the possible grounds for dispute
- explain current industry compliance requirements and dispute settling procedures and requirements
- describe current organisational policy and procedures
- identify and explain key requirements of legislation relevant to dispute resolution
- explain effective negotiation principles and dispute resolution practices
- outline the role and process for referring disputes to formal conciliation.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the customer service field of work and include access to:

- common office equipment, technology, software and consumables
- financial services product information
- information about workplace disputes.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c7200cc8-0566-4f04-b76f-e89fd6f102fe

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FNSORG501 Develop and manage a budget

Modification History

Release	Comments
Release 1	This version first released with FNS Financial Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to collect and analyse information and apply sound accounting principles to the development and ongoing management of a budget for a small organisation or section of a large organisation.

It applies to individuals who use a range of specialist and managerial techniques to plan, monitor and control budgetary work.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Organisational skills

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan for and collect information for budget	1.1 Determine and confirm areas for which budget is being prepared with appropriate personnel, and identify, access and analyse data required for development of budget 1.2 Determine budget parameters with estimates based on research, consultation and negotiation with appropriate personnel 1.3 Consult relevant colleagues in budget planning process as required

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ELEMENT	PERFORMANCE CRITERIA
2. Develop budget	2.1 Draft budget based on analysis of all available information in accordance with organisational policy 2.2 Identify and support income and expenditure estimates with reliable information and circulate draft budget for comment
3. Finalise budget and allocate resources	3.1 Provide final budget which incorporates agreed modifications to appropriate personnel 3.2 Inform personnel affected by budget of its limits and goals in their work area and clarify financial management and reporting responsibilities 3.3 Obtain agreement to budget priorities and allocate resources
4. Monitor and control budget	4.1 Check actual income and expenditure against budget at regular intervals, and prepare and present budget reports to appropriate personnel 4.2 Identify and respond to deviations, take appropriate action and advise relevant personnel on budget status
5. Complete financial and statistical reports	5.1 Complete all required financial and statistical reports accurately within designated timelines 5.2 Make appropriate recommendations about future financial planning 5.3 Provide clearly presented and accurate reports to appropriate personnel

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 2.2, 4.1, 4.2	• Extracts, analyses and monitors complex textual information from a range of sources to determine relevance, accuracy and compliance with organisational policy
Writing	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 5.1, 5.2, 5.3	• Analyses and compiles numerical data and text information to convey specific information and recommendations accurately and effectively to others using clear and detailed language

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		• Demonstrates effective control of text types required by financial and statistical report conventions and documentation
Oral Communication	1.1 -1.3, 3.2, 3.3, 4.1, 4.2, 5.2	• Participates in verbal exchanges of information, demonstrating control of a range of oral techniques to elicit the views and opinions of others and confirm understanding • Clearly articulates requirements and outcomes using language, tone and pace appropriate to the audience and environment
Numeracy	1.1, 1.2, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.3	• Interprets, analyses and uses numerically expressed data to effectively prepare, monitor, amend and present accurate budgetary information
Navigate the world of work	2.1, 3.2, 5.1	• Works independently and collectively in making decisions about budge requirements in accordance with organisational policy
Interact with others	1.1-1.3, 2.2, 3.1, 3.2, 4.1, 5.3	• Selects and uses appropriate conventions and protocols to gain and provide relevant budgetary information • Plays a lead role in situations requiring effective collaborative skills, demonstrating high level negotiation skills and ability to gather information through consultation
Get the work done	1.1, 1.2, 2.1, 3.3, 4.1, 4.2, 5.1, 5.2	• Accepts responsibility for planning and sequencing complex tasks and workload • Applies systematic and analytical decision-making processes to make recommendations in complex and non-routine situations • Uses digital technologies to access, extract and share relevant information to achieve required outcomes

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
FNSORG501 Develop and manage a budget	FNSORG501A Develop and manage a budget	Updated to meet Standards for Training Packages	Equivalent unit

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Links

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Assessment Requirements for FNSORG501 Develop and manage a budget

Modification History

Release	Comments
Release 1	This version first released with FNS Financial Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- collect and accurately interpret relevant data to develop and finalise a budget
- consult effectively and negotiate outcomes with others on budgetary issues
- accurately complete financial and statistical reports related to budgeting.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the evidence requirements safely and effectively, the individual must:

- define basic accounting and financial services industry terminology
- outline types of data required to develop the budget
- explain accounting techniques relevant to budget preparation and maintenance
- describe budgeting techniques and tools
- describe organisational and industry policy and procedures related to budget development and management.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the organisational skills field of work and include access to:

- a range of common office equipment, technology, software and consumables
- an integrated financial software system and data.

Assessors must satisfy NVR/AQTF assessor requirements.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c7200cc8-0566-4f04-b76f-e89fd6f102fe

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HLTAID002 Provide basic emergency life support

Modification History

Release	Comments
Release 3	Updated mapping information. Changes to assessment requirements. Equivalent outcome.
Release 2	Minor corrections to formatting to improve readability. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. Changes to evidence requirements relative to revised scope of unit.

Application

This unit describes the skills and knowledge required to recognise and respond to life-threatening emergencies in line with the Australian Resuscitation Council (ARC) Guidelines.

This unit applies to all workers who may be required to provide an emergency response in a range of situations, including community and workplace settings.

Specific licensing /regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Respond to an emergency situation	1.1 Recognise an emergency situation

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	1.2 Identify, assess and minimise immediate hazards to health and safety of self and others
	1.3 Assess the casualty and recognise the need for first aid response
	1.4 Assess the situation and seek assistance from emergency response services
2. Apply appropriate first aid procedures	2.1 Perform cardiopulmonary resuscitation (CPR) in accordance with ARC guidelines
	2.2 Provide first aid in accordance with established first aid principles
	2.3 Display respectful behaviour towards casualty
	2.4 Obtain consent from casualty where possible
	2.5 Use available resources and equipment to make the casualty as comfortable as possible
	2.6 Operate first aid equipment according to manufacturer's instructions
	2.7 Monitor the casualty's condition and respond in accordance with first aid principles
3. Communicate details of the incident	3.1 Accurately convey incident details to emergency response services
	3.2 Report details of incident to workplace supervisor as appropriate
	3.3 Maintain confidentiality of records and information in line with statutory and/or organisational policies

Foundation Skills

The Foundation Skills described those required skills (such as language, literacy,

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numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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Assessment Requirements for HLTAID002 Provide basic emergency life support

Modification History

Release	Comments
Release 3	Updated mapping information. Changes to assessment requirements. Equivalent outcome.
Release 2	Minor corrections to formatting to improve readability. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. Changes to evidence requirements relative to revised scope of unit.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has completed the following tasks in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- Followed DRSABCD in line with ARC guidelines, including:
  - performed at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
  - performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
  - responded appropriately in the event of regurgitation or vomiting
  - managed the unconscious breathing casualty
  - followed single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
  - followed the prompts of an Automated External Defibrillator (AED)

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- Responded to at least one simulated first aid scenario contextualised to the candidate's workplace/community setting, including:
  - demonstrated safe manual handling techniques
  - provided an accurate verbal or written report of the incident
- Applied first aid procedures for the following:
  - allergic reaction
  - anaphylaxis
  - bleeding control
  - choking and airway obstruction
  - respiratory distress, including asthma
  - shock

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- State/Territory regulations, first aid codes of practice and workplace procedures including:
  - ARC Guidelines relevant to provision of CPR and first aid
  - safe work practices to minimise risks and potential hazards
  - Infection control principles and procedures, including use of standard precautions
  - requirements for currency of skill and knowledge
- legal, workplace and community considerations, including:
  - awareness of potential need for stress-management techniques and available support following an emergency situation
  - duty of care requirements
  - respectful behaviour towards a casualty
  - own skills and limitations
  - consent
  - privacy and confidentiality requirements
  - importance of debriefing
- considerations when providing basic emergency life support, including:
  - airway obstruction due to body position
  - appropriate duration and cessation of CPR
  - appropriate use of an AED
  - chain of survival
  - standard precautions
- principles and procedures for first aid management of the following scenarios:
  - allergic reaction
  - anaphylaxis
  - bleeding control

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  - cardiac conditions, including chest pain
  - chocking and airway obstruction
  - respiratory distress, including asthma
  - shock
  - stroke
- basic anatomy and physiology relating to:
  - considerations in provision of first aid for specified conditions
  - chest
  - how to recognise a person is not breathing normally
  - response/consciousness
  - upper airway and effect of positional change

Assessment Conditions

Skills must be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.

Assessment resources must include:

- adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
- adrenaline auto-injector training device
- AED training device
- placebo bronchodilator and spacer device
- roller bandages
- triangular bandage
- workplace First Aid kit
- workplace injury, trauma and/or illness record, or other appropriate workplace incident report form
- wound dressing

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessor requirements

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

In addition hold current first aid certificate HLTAID003 or higher.

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Links

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HLTAID003 Provide first aid

Modification History

Release	Comments
Release 4.0	Updated mapping information. Equivalent outcome.
Release 3.0	Updated mapping information.
Release 2.0	Minor corrections to formatting to improve readability. Equivalent competency outcome.
Release 1.0	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. New evidence requirements for assessment. Removal of prerequisite unit

Application

This unit of competency describes the skills and knowledge required to provide a first aid response to a casualty. The unit applies to all workers who may be required to provide a first aid response in a range of situations, include community and workplace settings.

Specific licensing requirements relating to this competency, including requirements for refresher training, should be obtained from the relevant state/territory Work Health and Safety Regulatory Authority.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Respond in an emergency situation	1.1 Recognise an emergency situation 1.2 Identify, assess and manage immediate hazards to health and safety of self and others 1.3 Assess the casualty and recognise the need for first

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	aid response
	1.4 Assess the situation and seek assistance from emergency response services where required
2. Apply appropriate first aid procedures	2.1 Perform cardiopulmonary resuscitation (CPR)
	2.2 Provide first aid in accordance with established first aid principles
	2.3 Display respectful behaviour towards casualty
	2.4 Obtain consent from casualty where possible
	2.5 Use available resources and equipment to make the casualty as comfortable as possible
	2.6 Operate first aid equipment according to manufacturer's instructions
	2.7 Monitor the casualty's condition and respond in accordance with first aid principles
3. Communicate details of the incident	3.1 Accurately convey incident details to emergency response services
	3.2 Report details of incident to workplace supervisor as appropriate
	3.3 Maintain confidentiality of records and information in line with statutory and/or organisational policies
4. Evaluate own performance	4.1 Recognise the possible psychological impacts on self and other rescuers involved in critical incidents
	4.2 Participate in debriefing to address individual needs

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Foundation Skills

The Foundation Skills described those required skills (language, literacy and numeracy) that are essential to performance.

- Oral communication – in order to make an accurate verbal report to emergency response services and workplace supervisor

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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Assessment Requirements for HLTAID003 Provide first aid

Modification History

Release	Comments
Release 1.1	Minor corrections to formatting to improve readability. Equivalent competency outcome.
Release 1.0	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. New evidence requirements for assessment. Removal of prerequisite unit

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be demonstrated evidence that the candidate has completed the following tasks at least once in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- conducted a hazard assessment and identified strategies to minimise risk
- demonstrated safe manual handling techniques
- assessed airway, breathing and responsiveness of casualty
- performed at least four minutes of uninterrupted CPR on both an infant resuscitation manikin and an adult resuscitation manikin placed on the floor, demonstrating the following techniques on each:
  - checking for response and normal breathing
  - recognising abnormal breathing
  - opening and clearing the airway
  - using correct hand location, compression depth rate in line with the ARC recommended ratio of compressions and ventilations
  - acting in the event of regurgitation or vomiting
  - following single rescuer procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
- followed the prompts of an Automated External Defibrillator (AED)
- conducted a verbal secondary survey

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- applied first aid procedures for the following:
  - allergic reactions
  - anaphylaxis
  - asthma
  - basic wound care
  - severe bleeding
  - burns
  - cardiac arrest
  - choking and airway obstruction
  - convulsions
  - envenomation (using pressure immobilisation)
  - fractures, sprains and strains (using arm slings, roller bandages or other appropriate immobilisation techniques)
  - poisoning
  - respiratory distress
  - shock
- provided an accurate verbal report of the incident
- responded to at least two simulated emergency scenarios contextualised to the candidate's workplace/community setting.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- state/territory regulations, first aid codes of practice and workplace procedures including:
  - ARC Guidelines relevant to provision of CPR and first aid
  - safe work practices to minimise risks and potential hazards
  - infection control principles and procedures, including use of standard precautions
  - requirements for currency of skill and knowledge
- legal, workplace and community considerations including:
  - need for stress-management techniques and available support following an emergency situation
  - duty of care requirements
  - respectful behaviour towards a casualty
  - own skills and limitations
  - consent
  - privacy and confidentiality requirements
  - importance of debriefing
- considerations when providing first aid including:
  - airway obstruction due to body position

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  - appropriate duration and cessation of CPR
  - appropriate use of an AED
  - standard precautions and infection control
- principles and procedures for first aid management of the following scenarios:
  - abdominal injuries
  - allergic reactions
  - anaphylaxis
  - bleeding control
  - burns
  - cardiac conditions
  - choking and airway obstruction
  - cold and crush injuries
  - diabetes
  - dislocations
  - drowning
  - envenomation
  - environmental impact (including hypothermia, hyperthermia, dehydration and heat stroke)
  - epilepsy
  - eye and ear injuries
  - fractures
  - head, neck and spinal injuries
  - minor skin injuries
  - needle stick injuries
  - poisoning and toxic substances
  - respiratory distress, including asthma and other respiratory conditions
  - seizures
  - severe allergic and anaphylactic reactions
  - shock
  - soft tissue injuries
  - unconsciousness, abnormal breathing or not breathing
- basic anatomy and physiology relating to:
  - absence of normal breathing
  - anatomy of the external chest
  - physiology relating to response/consciousness
  - upper airway anatomy and effect of positional change
  - anatomy and physiology considerations in provision of first aid for specified conditions

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Assessment Conditions

Skills must be demonstrated working individually:

- in an environment that provides realistic in-depth, industry-validated scenarios and simulations to enable assessment of candidates' skills and knowledge.

Assessment resources must include:

- adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
- first aid equipment including
  - roller bandages
  - triangular bandages cloth
  - trauma dressings
  - placebo bronchodilator and spacer device
  - adrenalin auto-injector training device
  - an AED training device
  - emergency rescue blanket
  - workplace first aid kit.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold:

- a current advanced first aid certificate

OR

- at least three years' experience as a health professional, nurse or emergency services provider.
-

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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HLTDEF001 Participate in a land based deployed health capability

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to prepare for deployment and function effectively at the operational level as part of a deployed health element.

This unit applies to Australian Defence Force (ADF) personnel working under direction in the context of a land based operational environment. Operational environments vary in accordance with Government directives and include war fighting, peacekeeping and humanitarian assistance.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Prepare for deployment	1.1 Check stores and equipment to ensure they are operational and prepared for movement and complete required documentation 1.2 Safely pack and load dedicated stores and equipment

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	to facilitate anticipated transport outcomes
	1.3 Complete personal preparation for deployment according to requirements
2. Participate in deployment activities	2.1 Use effective communication and teamwork skills
	2.2 Prioritise work in consultation with other members of the team
	2.3 Set up designated work areas, stores and equipment for use
	2.4 Identify equipment and basic facility shortfalls and report to supervisor
3. Operate within a deployed health capability element	3.1 Receive and transfer patients in accordance with operational procedures
	3.2 Adapt to specific deployment requirements in performance of operational duties
4. Participate in re-deployment activities	4.1 Work effectively as part of a team to re-deploy the health element
	4.2 Refurbish stores and equipment for future operations
	4.3 Identify stores and equipment shortfalls and report to supervisor
	4.4 Safely pack and load dedicated stores and equipment for redeployment
	4.5 Participate in debriefing/evaluation activities to improve future deployments and address individual's needs

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Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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Assessment Requirements for HLTDEF001 Participate in a land based deployed health capability

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- completed the following according to the overarching operational mandate and standing orders, policies and instructions for that deployment:
  - participated in core role as an effective member of a deployed health capability over a 36-hour period
  - completed the following individual preparations:
    - inoculations
    - fitness and medical/dental checks
    - personal kitting
    - wills
  - loaded, set-up and operated the following stores and equipment using safe manual handling techniques:
    - tentage
    - medical equipment
    - power systems
    - general field equipment
    - personnel kitting
  - erected deployment shelters
  - adapted to the unique requirements of a specific deployment
- used effective communication and teamwork skills:

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- active listening
- questioning
- feedback
- information sharing
- collaborative planning

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- legal, ethical and military requirements for working in land based deployment:
  - codes of practice
  - duty of care
  - infection prevention and control
  - informed consent
  - mandatory reporting
  - privacy, confidentiality and disclosure
  - records management and documentation
  - rights and responsibilities of workers, employers and clients
  - specific military information sources that inform work practice:
    - ADF publications
    - health policy directives
    - land warfare manuals
    - Law of Armed Conflict (LOAC)
    - Geneva conventions
    - maritime and aviation orders
    - operational mandate
    - operational/movement orders and expectations
    - organisation/unit standard operating procedures
    - current operational mandate
  - work role boundaries – responsibilities and limitations
  - work health and safety
- organisation policies and procedures pertinent to own capability
- individual readiness requirements
- manual handling techniques that support safe work practice and safe loading:
  - preparing the load/client
  - preparing the environment
  - using the stronger muscles in the legs where possible, rather than spinal muscles
  - maintaining a neutral spine when lifting and carrying

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  - using two hands to lift or carry
  - keeping the load close to the body/centre of gravity
  - avoiding lifting objects above shoulder height
  - minimising repetitive movements
  - positions not held for long periods of time
  - avoiding twisting by repositioning feet whilst turning
- equipment and stores operating instructions and maintenance requirements pertaining to designated deployment logistics
- general health element components, organisation of roles and associated support (i.e. Roles 1, 2 & 3**)** logistical supply chain for the deployment
- operational posture requirements (duty systems, weapons, daily routines, shifts and rosters, local defence procedures, movements orders and environmental constraints)
- role of other health care providers and capabilities
- set-up and operation of equipment contained within own health capability
- structure, function and layout of own health capability

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions over a continuous 36 hour period. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - a simulated operations area requiring the establishment of a health element to support the embedded forces
  - multiple mannequins, actors and support staff to establish a working environment for operations and participate in military based scenarios
  - a land based health element
  - catering, shelter, hygiene facilities (personnel barracks/sleeping quarters)
  - transport vehicles
- modelling of industry operating conditions, including presence of, and interaction with, sufficient personnel to support the exercise requirements

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors. In addition, assessors must have at least 3 years' experience as a military officer/senior non-commissioned officer (SNO) with deployment experience for all military components.

Subject matter experts with a minimum of 3 years clinical experience will also be required for any clinical scenarios assessed during the exercise.

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HLTPOP002 Monitor and maintain sewage systems

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTPOP216D/HLTPOP217D. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to identify the basic way in which sewage systems function and the strategies needed to maintain sewage systems in the community.

This unit applies to work in a public health context and workers at this level will work under supervision and within defined guidelines.

Plumbing work must only be performed by a person authorised by registration or licence granted by the relevant State or Territory regulatory authority under legislation.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Identify potential problems and faults with sewage systems in the community	1.1 Identify components of the sewage system in the community 1.2 Check for signs of contamination and identify potential problems that can occur with sewage systems and household plumbing and fixtures, including septic tanks
2. Monitor and maintain the sewage system	2.1 Identify strategies required to prevent the transmission of disease through sewage disposal 2.2 Develop and implement a work plan in relation to the identified strategies in conjunction with supervisor 2.3 Report any difficulties or problems to supervisor in accordance with organisation policy and procedure 2.4 Refer any problems or difficulties that are outside own area of responsibility or expertise to appropriate people or agencies

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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Assessment Requirements for HLTPOP002 Monitor and maintain sewage systems

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTPOP216D/HLTPOP217D. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- identified at least 2 potential health risks or problems associated with sewage systems and developed and implemented a work plan that includes strategies to deal with each issue.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in the elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- legal and organisation requirements relating to sewage systems work, including:
  - organisation standards, policies and procedures, including:
    - infection control
    - manual handling
    - personal protective equipment
    - immunisation requirements and/or recommendations
  - scope of own role and responsibilities
  - approvals required and process of obtaining approvals
  - referral agencies and procedures

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- household plumbing design and fixtures and the way in which effluent and sullage waste leaves the house or building to go out to the waste disposal system
- water and sewerage plans for the community, if available
- type, design and components of the sewage system in the community and how they function, including:
  - septic or onsite systems
  - sewage or effluent systems
- what sewage is and the difference between effluent (black) and sullage (grey) water
- causes of common faults, risks and problems associated with household plumbing and sewage systems and how to identify and prevent them
- sewerage disposal strategies for communities or outstations without a sewerage disposal system (onsite and/or septic system or sewerage and/or effluent system), including knowledge of grease trap and soakage pit, pit toilets and shallow trench latrines.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - work health and safety (WHS) procedures
  - personal protective equipment
  - organisation guidelines and procedures
  - suitable work area, equipment and materials
- modelling of industry operating conditions.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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ICAICT206A Install software applications

Modification History

Release	Comments
Release 1	This Unit first released with *ICA11 Information and Communications Technology Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to select, install or upgrade basic commercial software applications.

Application of the Unit

This unit applies to workers who require the information and communications technology (ICT) skills to select, install and upgrade basic commercial software applications within a small to large office environment. Communicating effectively and supporting software application packages are key components of any ICT business or office environment.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement but users should confirm requirements with the relevant federal, state or territory authority.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
Elements describe the essential outcomes of a	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised*

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Element	Performance Criteria
unit of competency.	*text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Determine software or software upgrade requirements	1.1 Document ***client*** requirements and report to ***appropriate person*** 1.2 Act on instructions to meet client requirements, according to ***organisational requirements***
2. Obtain software or software upgrade	2.1 Investigate and select a ***software application program*** that best conforms to requirements and organisational policies 2.2 Obtain application program under instruction from appropriate ***person*** 2.3 Determine ***licensing requirements*** and record, according to organisational guidelines 2.4 Ensure target ***computer*** conforms to the minimum hardware and ***operating system*** requirements of the ***application program***
3. Install or upgrade software	3.1 Install new or upgraded ***software application program*** according to ***appropriate person*** or organisational instructions 3.2 Complete the installation process efficiently and effectively to minimise disruption 3.3 Carry out testing and acceptance, according to corporate guidelines, paying particular attention to possible ***effect*** on other systems 3.4 Ensure client requirements are satisfied 3.5 Refer outstanding ***client*** issues to ***appropriate person*** as necessary

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

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- communication skills to:
  - communicate with peers and supervisors
  - support software application deployment
- literacy skills to:
  - interpret user manuals and help functions
  - make decisions about licensing requirements
  - read and write basic workplace documents
  - seek assistance and expert advice
- technical skills to:
  - carry out testing
  - upload and install software
  - use computer hardware.

Required knowledge

- broad general knowledge of:
  - client business domain
  - hardware storage devices
  - input and output devices
  - licensing arrangements and responsibilities
  - operating systems supported by the organisation
  - organisational guidelines for purchasing
  - software application packages
  - software copyright responsibilities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • install software applications through operating system instructions • configure computer to accept new software or upgrade

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	• carry out testing and acceptance according to corporate guidelines.
Context of and specific resources for assessment	Assessment must ensure access to: • PC where software installation may be performed • use of application software currently used in industry • documents detailing organisational testing and acceptance policy and procedures • appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with special needs.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • verbal or written questioning to assess candidate's underpinning knowledge of software upgrade requirements, current industry standard application software and acceptance testing procedures • direct observation of candidate upgrading or installing new software.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, where appropriate. Assessment processes and techniques must be culturally appropriate, and suitable to the communication skill level, language, literacy and numeracy capacity of the candidate and the work being performed. Indigenous people and other people from a non-English speaking background may need additional support. In cases where practical assessment is used it should be combined with targeted questioning to assess required knowledge.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Client may include:	• employees • external organisations • individuals • internal departments.
Appropriate person may include:	• authorised business representative • client • supervisor.
Organisational requirements may include:	• budget • corporate purchasing • guidelines • licensing arrangements.
Software application program may include:	• database programs • email programs • internet browsers • spreadsheets • system browsers • word processing.
Licensing requirements may include:	• cost of licence • number of licences required • support provided • type of licence.
Computer may include:	• laptops • servers • workstations.
Operating system may include:	• Mac OS X • Linux • Windows.
Effect may relate to:	• data entry • effect on normal business • installation time • problems.

Unit Sector(s)

General ICT

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ICAICT302A Install and optimise operating system software

Modification History

Version	Comments
ICAICT302A	This version first released with *ICA11 Information and Communications Technology Training Package version 1.0*

Unit Descriptor

This unit defines the performance outcomes, skills and knowledge required to install operating system (OS) software and to make adjustments as a means of optimising the system to accommodate business and client needs.

Application of the Unit

This unit applies to individuals in a technical support role who are required to identify the most suitable OS to meet organisational requirements. The unit develops the ability to install, configure and optimise the OS to identified vendor specifications.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement but users should confirm requirements with the relevant federal, state or territory authority.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
Elements describe the essential outcomes of a	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised*

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Element	Performance Criteria
unit of competency.	*text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Determine function of operating system	1.1 Identify and demonstrate understanding of the purposes of ***operating system***
	1.2 Distinguish between batch system, real-time system, multi-tasking system
	1.3 Compare and contrast different operating systems and their features
	1.4 Identify and demonstrate knowledge of the basic functions of operating system, including file system, memory management, process scheduling
	1.5 Identify and demonstrate management of virtual memory
2. Obtain operating system	2.1 Contact operating system vendors to obtain technical specifications and system requirements
	2.2 Identify the process and steps required to install and configure the operating system using ***installation components***
	2.3 Document adjustment recommendations and provide to ***appropriate person***
	2.4 Determine and apply knowledge of licensing, hardware and security requirements
3. Install, configure and optimise operating system	3.1 Install, configure and test operating system using installation components and ***boot-utility options***
	3.2 Use the relevant ***operating system user interface*** to correctly configure the installation
	3.3 Optimise the system to meet ***organisational requirements***
	3.4 Document the system according to organisational requirements
	3.5 Install the operating system with minimal disruption to ***client*** or users
4. Provide instruction to meet new software	4.1 Provide one-to-one instruction about changes to the client or users as required

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requirements	4.2 Obtain client evaluation about new system to ensure requirements are met, using appropriate ***feedback mechanism***

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - liaise with people working across different levels and in different contexts, such as operating system vendors and clients
- literacy skills to:
  - interpret technical computer installation manuals
  - obtain written and verbal feedback from clients
  - present information, such as the use of diagnostic tools
  - provide verbal instructions to client
- technical skills to:
  - install and configure operating system software
  - write instructions for clients.

Required knowledge

- current industry-accepted hardware and software products
- functions and features of operating systems used by the organisation
- installation and configuration of systems software
- architecture of current technical systems
- deployment of current organisational systems
- organisational requirements for operating system software
- prerequisites for system software installation
- set-up and configuration procedures
- software packages supported by the organisation
- system's current functionality
- system's diagnostic software
- vendor specifications and requirements for installation.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • install, configure and test an operating system to improve system performance with minimum disruption to clients.
Context of and specific resources for assessment	Assessment must ensure access to: • personal computer where installation may be performed • OS software and technical documentation • organisational documentation • appropriate learning and assessment support when required • modified equipment for people with special needs.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	• direct observation of candidate:
	  • questioning team members, supervisors and clients
	  • installing and testing an operating system
	• review of candidate's practical assignments and reports.

Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, where appropriate. Assessment processes and techniques must be culturally appropriate, and suitable to the communication skill level, language, literacy and numeracy capacity of the candidate and the work being performed. Indigenous people and other people from a non-English speaking background may need additional support. In cases where practical assessment is used it should be combined with targeted questioning to assess required knowledge.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Operating system may include:	• Linux:
	  • Debian
	  • Fedora
	  • Google Chrome OS
	  • Kubuntu
	  • Linux Mint
	  • Red Hat
	  • Ubuntu
	• Mac OS X
	• Microsoft Windows:
	  • Windows 2000
	  • Windows XP (32 bit versus 64 bit)
	  • Windows Vista (32 bit versus 64 bit)
	  • Windows 7 (32 bit versus 64 bit)
	• mobile operating systems:
	  • Android
	  • Blackberry
	  • iPhone
	  • Palm
	  • Symbian
	  • Windows Phone 7 series.

Installation components may include:	• configure power management:
	  • hibernate
	  • sleep timers
	  • standby
	  • suspend
	  • wake on local area network (LAN)
	• demonstrate safe removal of peripherals
	• device manager:
	  • driver signing
	  • install and update devices drivers

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	• verify
	• directory structures:
	  • create folders
	  • navigate directory structures
	• disk preparation order:
	  • format drive
	  • partition
	  • start installation
	• files:
	  • attributes
	  • creation
	  • extensions
	  • permissions
	• file systems, such as FAT32 versus new technology file system (NTFS)
	• installation methods:
	  • boot media, such as DVD, CD, floppy or universal serial bus (USB)
	  • factory recovery partition
	  • install from image
	  • network installation
	  • recover CD
	• operating system installation options:
	  • file system type
	  • network configuration
	  • repair install
	• user data migration - user state migration tool (USMT)
	• verification of hardware compatibility and minimum requirements
	• virtual memory.

Appropriate person may include:	• authorised business representative • client • supervisor.
Boot-utility options may include:	• automated system recovery (ASR) • boot options • boot to restore point • disk boot order or device priority • emergency repair disk (ERD) • recovery console • recovery options • safe mode

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	• types of boot devices (disk, network, USB).

Operating system user interface may include:	• Windows-adopting interface to undertake similar tasks with chosen operating system:
	  • administrative tools, such as performance monitor, event viewer, services and computer management
	  • command prompt utilities, such as ipconfig, Ping and Telnet
	  • control panel
	  • location of basic network settings between OS versions
	  • MMC
	  • my computer
	  • my network places or home group
	  • run line utilities:
	  • cmd
	  • direct diagnostics (DXdiag)
	  • msconfig
	  • MSINFO32
	  • REGEDIT
	  • start menu
	  • task bar or systray
	  • task manager
	  • Windows Explorer - Libraries in Windows 7.

Organisational requirements may include:	• availability of system to be optimised • client support documentation • in-house or vendor • contracting arrangements relating to IT purchasing • IT policy and procedures relating to service levels and installation • level of complexity of technical manuals.
Client may include:	• department within the organisation • person with special needs • person within a department • third party.
Feedback mechanism may include:	• interview • meeting • questionnaire • survey.

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Unit Sector(s)

General ICT

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ICAICT303A Connect internal hardware components

Modification History

Release	Comments
Release 1	This Unit first released with *ICA11 Information and Communications Technology Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to modify and connect system hardware components according to client and user requirements.

Application of the Unit

This unit applies to support technicians who modify and connect system components. Ensuring the integrity of the system after the operation is critical in the context of minimising client disruption and need for continuing desktop operation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement but users should confirm requirements with the relevant federal, state or territory authority.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills*

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Element	Performance Criteria
	and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1. Identify, categorise and distinguish between the different types of internal hardware components	1.1 Identify and categorise the different ***internal hardware components*** 1.2 Explain the purpose and characteristics of the different internal hardware component categories 1.3 Distinguish between the different types of devices within each internal hardware component category
2. Determine components required	2.1 Identify and clarify user internal hardware component requirements according to ***organisational guidelines*** 2.2 Organise and record user component requirements, pass on to ***appropriate person*** for evaluation and vendor selection
3. Obtain components	3.1 Contact vendors to obtain technical specifications for the proposed components 3.2 Assess the options and provide recommendations to the appropriate person for final analysis 3.3 Obtain components to prepare for installation
4. Install components	4.1 Develop plans, with prioritised tasks and contingency arrangements, for the installation of selected components with minimum disruption to ***clients*** 4.2 Liaise with appropriate person to obtain approval for the plans 4.3 Install and configure components according to plan, installation procedures and ***organisational requirements*** 4.4 Test components for error-free performance, using available technology 4.5 Identify and resolve identified problems 4.6 Test and enhance system performance, using knowledge of the system, to meet organisational benchmarks 4.7 Document the installation and configuration process according to organisation guidelines
5. Evaluate modified	5.1 Collect client or user feedback and analyse against client

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system	requirements 5.2 Correct identified shortcomings in the system and record actions

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with peers and supervisors, and internal and external clients
  - interpret technical computer installation manuals
  - interpret user manuals and help functions
- literacy skills to:
  - organise resources for one-to-one instruction
  - plan, prioritise and organise work
  - write technical reports and maintain records
- planning and organisational skills to address technical issues
- problem-solving skills to anticipate and respond to a range of driver-related errors that may arise
- technical skills to:
  - comprehend how the operating system will communicate with the installed component
  - install components
  - test components using available technology
  - test system performance.

Required knowledge

- areas of the operating system relevant to configuration and testing
- current industry-accepted hardware and software products
- environmental considerations in e-waste disposal
- organisational guidelines and organisational requirements with regard to safety, recycling and component installation
- system's diagnostic software and current functionality
- vendor specifications and requirements for component installation.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • identify and categorise the different types of internal hardware components • modify system's hardware to meet client requirements • plan the modification and connect internal hardware components according to vendor and technical specifications • install components across a variety of situations and account for unexpected contingencies.
Context of and specific resources for assessment	Assessment must ensure access to: • personal computer and internal hardware components for installation • current industry standard performance testing software • documents detailing organisational guidelines and requirements • technical manuals and tools • appropriate learning and assessment support when required • modified equipment for people with special needs. Note: The careful planning and promotion of hardware upgrades and changes are critical to the effective support of business functions. Hardware modifications need to be risk managed similar to other business processes. The effective management and execution of the component maintenance and replacement process may significantly determine the amount of downtime a company encounters.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • verbal or written questioning to assess candidate’s knowledge of system diagnostic software and system functionality • direct observation of candidate connecting internal hardware components • evaluation of client requirements and candidate’s final recommendations

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	• review of candidate's written notes. Note: Evidence for assessment from industry or vendor-certified training may be presented for the whole or part of this unit depending on the range of variables and performance criteria.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, where appropriate. Assessment processes and techniques must be culturally appropriate, and suitable to the communication skill level, language, literacy and numeracy capacity of the candidate and the work being performed. Indigenous people and other people from a non-English speaking background may need additional support. In cases where practical assessment is used it should be combined with targeted questioning to assess required knowledge.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Internal hardware components may include:	• adapter card components:
	  • communications:
	  • modem
	  • network interface card (NIC)
	  • I/O:
	  • parallel
	  • small computer system interface (SCSI)
	  • serial
	  • universal serial bus (USB)
	  • multimedia:
	  • capture cards
	  • sound card
	  • TV tuner cards
	  • video:

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	• AGP • peripheral component interconnect (PCI) • PCIe • cooling system components: • CPU and case fans • heat sinks • liquid cooling systems • thermal compound • CPU components and features: • 32 bit versus 64 bit • hyper threading • identify CPU types: • AMD • Intel • multi-core: • dual core • quad core • triple core • onchip cache: • L1 • L2 • speed (real versus actual) • display device components: • connector types: • component or RGB • DVI pin compatibility • HDMi • S-Video • VGA • LCD technologies: • contrast ratio • native resolution • resolution (e.g. XGA, SXGA+, UXGA, WUXGA) • projectors, CRT and LCD • settings: • degauss • multi-monitor • refresh rate • resolution

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	• memory components and features:
	  • ECC versus non-ECC
	  • parity versus non-parity
	  • single channel versus dual channel
	  • single sided versus double-sided
	  • speed:
	  • PC100
	  • PC133
	  • PC2700
	  • PC3200
	  • DDR3-1600
	  • DDR2-667
	  • types:
	  • DRAM
	  • SRAM
	  • SDRAM
	  • DDR or DDR2 or DDR3
	  • RAMBUS
	• motherboard components:
	  • basic input/output system (BIOS), complementary metal oxide semiconductor (CMOS) or Firmware:
	  • CMOS battery
	  • POST
	  • bus architecture
	  • bus slots:
	  • AGP
	  • AMR
	  • CNR
	  • PCI
	  • PCIe
	  • Personal Computer Memory Card International Association (PCMCIA)
	  • chipsets
	  • contrast RAID (levels 0, 1, 5)
	  • form factor:
	  • ATX or BTX
	  • micro ATX
	  • NLX
	  • I/O interfaces:
	  • IEEE 1394 or Firewire

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	• modem • NIC • parallel • PS/2 • serial • sound • USB 1.1 and 2.0 • video • memory slots: • DIMM • RIMM • SIMM • SODIMM • parallel advanced technology attachment (PATA): • EIDE • IDE • processor sockets • riser card or daughterboard • serial advanced technology attachment (SATA) • eSATA • power supply components: • AC adapter • ATX proprietary • pins (20, 24) • voltage selector switch • voltage, wattage and capacity • storage devices and backup media components: • floppy disk drive (FDD) • hard disk drive (HDD): solid state versus magnetic • optical drives, such as CD, DVD, RW or blu-ray • removable storage: • external CD-RW and hard drive • hot swappable devices and non-hot swappable devices • solid state (e.g. thumb drive, flash, SD cards, USB) • tape drive.
Organisational guidelines may include:	• communication methods • content of emails • dispute resolution • document procedures and templates • downloading information and accessing particular websites

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	• financial control mechanisms • opening mail with attachments • personal use of emails and internet access • virus risk.
Appropriate person may include:	• authorised business representative • client • supervisor.
Clients may include:	• department within the organisation • person within a department • third party.
Organisational requirements may include:	• how and what the organisation wants in regard to work environment • preventative maintenance and diagnostic policy • problem solution processes • roles and technical responsibilities in the IT department • vendor and product service level support agreements.

Unit Sector(s)

General ICT

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ICASAS203A Connect hardware peripherals

Modification History

Release	Comments
Release 1	This Unit first released with *ICA11 Information and Communications Technology Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to connect hardware peripherals according to instructions.

Application of the Unit

This unit applies to workers who require the information and communications technology (ICT) skills to connect a variety of hardware peripherals to different configurations and types of ICT equipment. Communicating effectively, and simplifying and solving technical incompatibility conflicts and problems are key components of this ICT support role.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement but users should confirm requirements with the relevant federal, state or territory authority.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
Elements describe the essential outcomes of a	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text*

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Element	Performance Criteria
unit of competency.	*is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Confirm client requirements	1.1 Identify and confirm ***peripheral*** requirements of ***client*** according to ***organisational standards***
	1.2 Document client requirements and peripherals needed and report findings to the appropriate person according to organisational standards
	1.3 Verify client requirements with ***appropriate person*** according to organisational standards and reporting procedures
	1.4 Take action to ensure client support expectations are covered by vendor warranty and support services
2. Obtain required peripherals	2.1 Obtain peripherals under instruction from appropriate person
	2.2 Enter details of peripherals into ***equipment inventory*** according to organisational standards
	2.3 Validate that contents of delivered components and physical contents match the packing list and resolve discrepancies if necessary
	2.4 ***Store*** peripherals according to vendors guidelines
3. Connect hardware peripherals	3.1 Verify timeframe for installation schedule with client
	3.2 Remove old peripherals with minimal disruption to clients if they are to be replaced, taking into account ***environmental considerations*** and ***OHS standards***
	3.3 Connect new peripherals with minimum disruption to clients, taking into account ***operating system*** procedures
	3.4 Configure computer to accept new peripherals
	3.5 Test hardware peripherals and confirm client satisfaction, paying particular attention to possible effect on other systems and making adjustments as required

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- customer service and conflict-resolution skills to:
  - ensure proposed actions are consistent with client's expectations
  - transfer and collect information
- literacy skills to:
  - document client requirements
  - follow vendor guidelines
  - present information
  - update equipment inventory
- negotiation skills to interact with other team members and clients
- problem-solving skills to resolve routine installation and configuration issues
- technical skills and decision-making skills to:
  - ensure compatibility of peripherals with operating system
  - remove and install peripherals
  - undertake maintenance procedures.

Required knowledge

- broad general knowledge of:
  - computer operating systems
  - help desk and maintenance practices
  - peripheral devices
  - OHS procedures for electrical equipment
  - interconnectivity of technical system components
- current industry-accepted hardware and software products
- detailed knowledge of inventory procedures
- organisational guidelines relating to external suppliers and vendors.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • safely connect several different types of hardware peripherals to the system according to vendor instructions with a minimum of downtime using known routines and procedures • locate, interpret and use vendor documentation related to connection and storage of hardware peripherals • test operation of newly installed hardware peripherals and confirm client satisfaction • adhere to OHS regulations when working with electrical equipment.
Context of and specific resources for assessment	Assessment must ensure access to: • sites with a representative range of workstations, hardware peripherals, internet connections, cabling, and software to be installed, interconnected and configured • hardware and software currently used in industry • technical documentation, including organisational hardware blueprint • vendor support • appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with special needs.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of candidate installing, connecting and configuring hardware peripheral devices • review of reports that document client requirements and peripherals completed for different scenarios and situations • verbal or written questioning to assess candidate's ability to locate, use and interpret vendor documentation • direct observation of candidate testing hardware peripherals added to a system.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, where appropriate. Assessment processes and techniques must be culturally appropriate, and suitable to the communication skill level, language, literacy and numeracy capacity of the candidate and the work being performed. Indigenous people and other people from a non-English speaking

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	background may need additional support. In cases where practical assessment is used it should be combined with targeted questioning to assess required knowledge.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Peripheral may include:	• Bluetooth device • firewire (IEEE 1394) device • hard drive • keyboard • laptop • mobile phone • modem • mouse • multimedia kit • pen • personal digital assistant (PDA), such as palmtop • printer • scanner • speaker • tape cartridge • touch pad • universal serial bus (USB) device • wireless fidelity (wi-fi) router.
Client may include:	• external organisations • individuals • internal departments.
Organisational standards may include:	• communication methods • content of emails • dispute resolution • document procedures and templates • downloading information and accessing particular websites • financial control mechanisms

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	• opening mail with attachments • personal use of emails and internet access • virus risk.
Appropriate person may include:	• authorised business representative • client • help-desk person • subject matter expert • supervisor • system administrator.
Equipment inventory may include detailed lists of peripherals, including:	• hard drives • hubs • modems or other connectivity devices • monitors • other peripheral devices • personal computers • PDA • printers • switches.
Store may include:	• anti-static packaging • controlled humidity • controlled temperature • secure storage area • shock and vibration minimisation • silica gel desiccant • stacking limits.

Environmental considerations may include:	• recycling of packaging:
	  • cardboard
	  • paper
	  • polystyrene
	• recycling or disposal of ewaste:
	  • cathode ray tube (CRT) monitors
	  • printed circuit boards
	  • redundant hardware.

OHS standards may include:	• electrical safety • safe lifting methods • ventilation.
Operating system may include:	• GNUs Not Unix (GNU) • Linux • Mac OS X • Microsoft Windows

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	• Unix-like operating systems:
	  • HP-UX
	  • IBM AIX
	  • Silicon Graphics IRIX
	  • Sun Solaris.

Unit Sector(s)

Systems administration and support

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ICASAS205A Maintain IT system integrity

Modification History

Release	Comments
Release 1	This Unit first released with *ICA11 Information and Communications Technology Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to protect and secure stand-alone or client server environments.

Application of the Unit

This unit applies to technical support personnel who are required to protect and secure equipment and software in a small or large office environment. Maintaining system integrity through backup and recovery procedures, virus security and implementing licensing and copyright requirements are key components of any information and communications technology (ICT) environment.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement but users should confirm requirements with the relevant federal, state or territory authority.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
Elements describe the	*Performance criteria describe the performance needed to*

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Element	**Performance Criteria**
essential outcomes of a unit of competency.	*demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Carry out system backup	1.1 Create and review organisational ***backup schedule***
	1.2 Determine ***storage media*** and ***hardware*** for backups
	1.3 Ensure backups are carried out according to the schedule
	1.4 Label and store backups according to ***organisational standards***
	1.5 Maintain records of backups
2. Restore system backup	2.1 Determine and test restoration procedures according to organisational standards
	2.2 Restore data under instruction from an ***appropriate person***
	2.3 Restore data according to organisational standards
	2.4 Document and report on backup results
3. Maintain virus protection	3.1 Maintain and update ***virus protection*** software according to ***operating system*** in use
	3.2 Carry out virus scanning and report detected viruses to appropriate person
	3.3 Remove viruses and update scanning software
4. Follow copyright procedures and record software licences where appropriate	4.1 Identify ***licensed software*** used by the organisation
	4.2 Maintain records of licence number and location
	4.3 Monitor operation and use of licensed software where applicable
	4.4 Check personal computers and networks to ensure software compliance
	4.5 Report licensing anomalies related to ***software*** to an appropriate person

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - clarify instructions
  - communicate with peers and supervisors
  - present information
  - seek assistance and expert advice
- literacy skills to:
  - interpret user manuals, technical documentation and help functions
  - read and write basic workplace documents
- problem-solving skills to address common operational problems when carrying out system backup and recovery
- technical skills to perform:
  - backup and recovery operations
  - basic diagnostic tests in system integrity.

Required knowledge

- broad knowledge of:
  - organisational standards regarding:
    - backup and recovery procedures and operations
    - label and store backups
  - current industry-accepted hardware and software products
  - current viruses and protection methods
  - diagnostic tools
  - inventory procedures
  - maintenance procedures
  - storage and retrieval guidelines
  - system performance
- software copyright and general public licence (GPL) or copyright responsibilities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • protect and secure stand-alone or networked client-server environments and operating systems according to system maintenance procedures • undertake system and file backup, recovery delete and archive according to backup and recovery procedures • check computers to ensure software compliance.
Context of and specific resources for assessment	Assessment must ensure access to: • sites with a representative range of stand-alone and networked client-server environments and operating systems • antivirus software • technical records and documentation • appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with special needs.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of candidate undertaking file backup and recovery • direct observation of candidate performing virus scans and virus removal • review of documented reports on backup results • review organisational backup schedules • review software licence records • verbal or written questioning to assess candidate's knowledge of maintaining and updating virus protection software and checking computers for software copyright compliance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, where appropriate. Assessment processes and techniques must be culturally appropriate, and suitable to the communication skill level, language, literacy and numeracy capacity of the candidate and the work being performed. Indigenous people and other people from a non-English speaking background may need additional support. In cases where practical assessment is used it should be combined

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	with targeted questioning to assess required knowledge.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Backup schedule may occur:	• evenings • weekdays • weekends • monthly • yearly • or a combination.
Storage media may include:	• CD and DVD • external storage devices, such as universal serial bus (USB) flash drive • internal storage devices.
Hardware may include:	• networked systems • personal computers • tools to perform tape backups.
Organisational standards may include:	• backup procedures • GPL and copyright licences • reporting of non-compliant software • restore and security procedures • software licence documentation • virus scanning and removal procedures.
Appropriate person may include:	• authorised business representative • client • supervisor • system administrator.
Virus protection may include:	• freeware • online • open source • proprietary software: • BitDefender

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	• CA Vet Antivirus • Kaspersky Antivirus • McAfee VirusScan • Panda Antivirus • Symantec Norton Antivirus.

Operating system may include:	• GNUs Not Unix (GNU)
	• Linux
	• Mac OS X
	• Microsoft Windows
	• Unix-like operating systems:
	  • HP-UX
	  • IBM AIX
	  • Silicon Graphics IRIX
	  • Sun Solaris.

Licensed software may include:	• corporate licences • educational licences • freeware • open source • shareware licences • single-user licences • user-restrictive licences.

Software may include:	• application:
	  • database
	  • internet browser
	  • spreadsheet
	  • word-processing
	• commercial
	• customised
	• in-house
	• programming:
	  • assembler
	  • compiler
	  • development tools
	• system:
	  • computer security
	  • device drivers
	  • operating system.

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Unit Sector(s)

Systems administration and support

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ICTICT103 Use, communicate and search securely on the internet

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to connect to the internet, securely send and receive emails, search the internet using web browsers and interact securely and in a socially responsible manner with a range of different internet sites.

It applies to individuals who use business technology to perform a range of routine tasks in the workplace or home office with limited responsibility.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

General ICT

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Connect to and access the internet	1.1 Connect to internet via existing internet connection and confirm functionality 1.2 Open internet browser and set home page of personal choice by setting internet options 1.3 Ensure internet browser software security 1.4 Adjust display of the internet browser to suit personal requirements

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ELEMENT	PERFORMANCE CRITERIA
	1.5 Modify toolbar to meet user and internet browser needs 1.6 Access a particular website, note privacy and other conditions of use, and retrieve data 1.7 Use socially responsible behaviour when sharing information on the internet 1.8 Enter uniform resource locator (URL) in address line of internet browser
2. Use email for communications	2.1 Open email application package, create new email message and add addressees 2.2 Compose text of an email message according to organisational guidelines, and spell check and edit text as required 2.3 Create and add an automatic signature for the user 2.4 Attach files to email message where required 2.5 Determine and set priority and send email message 2.6 Reply to and forward a received message using available features 2.7 Open and save an attachment to the relevant folder 2.8 Search for, sort and save email message using available settings 2.9 Adjust email accounts to restrict and quarantine possible email security problems 2.10 Print email message as required
3. Search the internet	3.1 Review organisational guidelines on internet access 3.2 Open internet application and locate and access a search engine on the internet, and define search expressions based on data required 3.3 Enter appropriate key words into the search engine to locate desired information 3.4 Refine a search depending on outcomes of original search 3.5 Save search expression results and present them in a report according to information requirements 3.6 Create a bookmark within the internet browser or a link for the required web page for the key results 3.7 Save key results in a bookmark folder 3.8 Modify internet browser options for printing and print a

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ELEMENT	PERFORMANCE CRITERIA
	web page 3.9 Close internet browser
4. Access and use consumer specific sites on the internet	4.1 Identify, access and review information specific sites to gain consumer information 4.2 Identify and use internet application sites to lodge details and gain access and information 4.3 Access and use online forms on the internet
5. Undertake online transactions	5.1 Access online transaction site 5.2 Ensure security of transaction site 5.3 Enter required information into fields on merchant's website 5.4 Ensure pop-up dialog boxes, prompts or feedback mechanisms are completed 5.5 Enter, check and make changes to preferred transaction options 5.6 Complete online transaction 5.7 Record and archive receipts according to business processes 5.8 Close down and leave transaction process
6. Conduct an advanced search	6.1 Use search tools and advanced search features 6.2 Use Boolean search techniques when required to enhance the search 6.3 Use multiple or meta-search tools with a range of key words 6.4 Use search engines particular to a field of knowledge to refine the outcome 6.5 Access related virtual community sites and newsgroups, and note their objectives and operational arrangements 6.6 Conduct a search with domain names to refine the search
7. Use information that has been located	7.1 Cross reference information found by using several websites to determine accuracy of information 7.2 Check date that website was last updated or properties of website to determine currency of information 7.3 Determine website authority by looking at copyright statements, privacy statements and organisational information 7.4 Save and print information found in different file forms

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 1.6, 2.1, 2.6-2.8, 3.1, 3.2, 4.1-4.3, 5.1, 5.2, 5.4, 5.5, 6.5, 7.1-7.3	• Interprets textual information and instructions to efficiently undertake the task
Writing	2.1-2.3, 3.5, 5.3, 5.4, 5.7	• Uses required format to accurately enter information specific to requirements • Composes short and specific messages using format, grammar and language appropriate to audience
Navigate the world of work	1.7	• Understands main responsibilities and boundaries of own role
Get the work done	1.1-1.8, 2.1, 2.3-2.10, 3.2-3.9, 4.1-4.3, 5.1-5.8, 6.1-6.6, 7.4	• Plans routine tasks with familiar goals and outcomes, taking limited responsibility for decisions regarding sequencing • Understands the purpose and specific functions of common digital tools used in work contexts • Recognises and responds to common operational problems when using web browsers • Takes responsibility for routine low-impact decisions within familiar situations • Implements basic security requirements related to own tasks

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICTICT103 Use, communicate and search securely on the internet	ICAICT103A Use, communicate and search securely on the internet	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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Assessment Requirements for ICTICT103 Use, communicate and search securely on the internet

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- connect to and access the internet
- send and receive emails
- secure internet access and email communications
- use search tools to locate information
- use different internet search techniques
- research and select appropriate website
- undertake online transactions
- assess the accuracy, currency, authority and reliability of the site and information located.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must :

- list basic technical terminology related to reading help files and prompts
- describe the basics of copyright and privacy statements
- explain different types of messages that occur, including error messages and messages to install plug-ins
- list different types of search engines and web browsers
- list procedures for using email applications
- list procedures for evaluating and assessing the authority, reliability and authenticity of information
- outline internet search functions
- describe internet speed and traffic loads related to times of accessing the internet
- describe the makeup and structure of internet addresses

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- list organisational guidelines on internet and email use (web etiquette or netiquette)
- describe business process related to online transactions
- describe web browser update techniques
- explain what key words and bookmarks are used for.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the general information and communications technology (ICT) industry, and include access to:

- a personal computer or digital device with internet
- search engines currently used in industry
- organisational policies on internet usage.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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ICTICT206 Install software applications

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to select, install or upgrade basic commercial software applications.

It applies to individuals who require basic information and communications technology (ICT) skills to undertake related tasks under supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

General ICT

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine software or software upgrade requirements	1.1 Document client requirements and report to appropriate person 1.2 Act on instructions to meet client requirements, according to organisational requirements
2. Obtain software or software upgrade	2.1 Investigate and select a software application program that best conforms to requirements and organisational policies 2.2 Obtain application program under instruction from appropriate person

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Determine licensing requirements and record, according to organisational guidelines 2.4 Ensure target computer conforms to the minimum hardware and operating system requirements of the application program
3. Install or upgrade software	3.1 Install new or upgraded software application program according to appropriate person or organisational instructions 3.2 Complete the installation process efficiently and effectively to minimise disruption 3.3 Carry out testing and acceptance, according to organisational guidelines, paying particular attention to possible effect on other systems 3.4 Ensure client requirements are satisfied 3.5 Refer outstanding client issues to appropriate person as necessary

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	2.1, 2.3	• Uses available literature to appropriately address requirements • Interprets and responds to complex text to ascertain and confirm requirements
Writing	1.1, 2.3	• Records key information relevant to requirements, using basic punctuation, text and correct spelling
Oral Communication	1.1, 2.2, 3.1, 3.4, 3.5	• Uses listening and questioning techniques to confirm understanding of requirements • Uses clear and specific language to convey requirements
Navigate the world of work	2.1	• Takes some personal responsibility for adherence to organisational requirements
Get the work done	1.2, 2.1, 2.2, 2.4, 3.1-3.3	• Follows routine procedures for using digital technology to enter, store and retrieve information directly relevant to role • Understands purposes, specific functions and key

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		features of common digital systems and tools, and operates them effectively to complete routine tasks • Plans routine tasks with familiar goals and outcomes, taking some limited responsibility for decisions regarding sequencing

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
ICTICT206 Install software applications	ICAICT206A Install software applications	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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Assessment Requirements for ICTICT206 Install software applications

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- install software applications through operating system instructions
- configure computer to accept new software or upgrade
- carry out testing and acceptance according to organisational guidelines.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe a typical client business domain
- identify typical hardware storage devices
- identify typical input and output devices
- describe key licensing arrangements and responsibilities to ensure they are adhered to
- identify operating systems supported by the organisation
- describe the organisational guidelines for purchasing
- identify the installation requirements for key software application packages
- describe typical software copyright responsibilities.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the general information and communications technology (ICT) industry, and include access to:

- a personal computer (PC) where software installation may be performed

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- application software currently used in industry
- documents detailing organisational testing and acceptance policy and procedures.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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ICTICT302 Install and optimise operating system software

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Application

This unit defines the skills and knowledge required to install, configure and optimise operating system (OS) software to meet business and client needs.

It applies to individuals who may work under supervision and support others using well developed skills in creating solutions through analysis and evaluation of information.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

General ICT

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine function of operating system	1.1 Identify and demonstrate understanding of the purposes of operating system 1.2 Distinguish between batch system, real-time system and multi-tasking system 1.3 Compare and contrast different operating systems and their features 1.4 Identify and demonstrate knowledge of the basic functions of operating system, including file system, memory

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ELEMENT	PERFORMANCE CRITERIA
	management, process scheduling 1.5 Identify and demonstrate management of virtual memory
2. Obtain operating system	2.1 Contact operating system vendors to obtain technical specifications and system requirements 2.2 Identify process and steps required to install and configure the operating system using installation components 2.3 Document adjustment recommendations and provide to appropriate person 2.4 Determine and apply knowledge of licensing, hardware and security requirements
3. Install, configure and optimise operating system	3.1 Install, configure and test operating system using installation components and boot-utility options 3.2 Use the relevant operating system user interface to correctly configure the installation 3.3 Optimise the system to meet organisational requirements 3.4 Document the system according to organisational requirements 3.5 Install the operating system with minimal disruption to client or users
4. Provide instruction to meet new software requirements	4.1 Provide one-to-one instruction about changes to the client or users as required 4.2 Obtain client evaluation about new system to ensure requirements are met, using appropriate feedback mechanism

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.3-1.5, 2.1, 2.2, 2.4, 3.1, 3.2, 4.2	• Identifies, analyses and evaluates a range of on-line and hard-copy text containing complex, OS specific terminology, and applies the information to the selection, installation, configuration and optimisation of operating systems

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		• Interprets and comprehends a large range of syntax, diagrams, icons, symbols, text, numbers and letters necessary to install and configure operating systems
Writing	2.3, 3.4	• Uses the correct spelling and grammar, clear plain English and systems related text to document recommendations and processes, and develop feedback tools
Oral Communication	2.1, 3.5, 4.1, 4.2	• Elicits and evaluates information using OS related terminology and effective listening and questioning techniques • Uses simple and relevant language to liaise with clients, present information and obtain feedback
Navigate the world of work	2.4	• Takes some personal responsibility for adherence to legal and regulatory requirements, and seeks clarification when required
Get the work done	1.1-1.5, 2.1, 2.2, 3.1-3.3, 3.5	• Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency and considering how to link with the work of others • Understands the purposes, specific functions and key features of common digital systems and tools, and operates them effectively to complete routine tasks

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
ICTICT302 Install and optimise operating system software	ICAICT302 Install and optimise operating system software	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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Assessment Requirements for ICTICT302 Install and optimise operating system software

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- install, configure and test an operating system to improve system performance with minimum disruption to clients.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- compare current industry accepted hardware and software products
- outline functions and features of operating systems used by the organisation
- explain the installation and configuration of systems software
- explain the architecture of current technical systems
- outline the deployment of current organisational systems
- list organisational requirements for operating system (OS) software
- explain prerequisites for system software installation
- outline set-up and configuration procedures
- list software packages supported by the organisation
- describe system’s current functionality
- list system’s diagnostic software
- outline vendor specifications and requirements for installation.

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Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the general information and communications technology (ICT) industry, and include access to:

- a personal computer where installation may be performed
- OS software and technical documentation
- organisational documentation.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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ICTICT303 Connect internal hardware components

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to acquire, install, configure and evaluate system hardware components according to client and user requirements.

It applies to individuals who work with a degree of self-sufficiency and provide support in a range of information and communications technology (ICT) work areas and activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

General ICT

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify, categorise and distinguish between the different types of internal hardware components	1.1 Identify and categorise the different internal hardware components 1.2 Define the purpose and characteristics of the different internal hardware component categories 1.3 Distinguish between different types of devices within each internal hardware component category
2. Determine components required	2.1 Identify and clarify user internal hardware component requirements according to organisational guidelines

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ELEMENT	PERFORMANCE CRITERIA
	2.2 Organise and record user component requirements, pass on to appropriate person for evaluation and vendor selection
3. Obtain components	3.1 Contact vendors to obtain technical specifications for the proposed components 3.2 Assess options and provide recommendations to the appropriate person for final analysis 3.3 Obtain components to prepare for installation
4. Install components	4.1 Develop plans, with prioritised tasks and contingency arrangements, for the installation of selected components with minimum disruption to clients 4.2 Liaise with appropriate person to obtain approval for the plans 4.3 Install and configure components according to plan, installation procedures and organisational requirements 4.4 Test components for error-free performance, using available technology 4.5 Identify and resolve identified problems 4.6 Test and enhance system performance, using knowledge of the system, to meet organisational benchmarks 4.7 Document the installation and configuration process according to organisation guidelines
5. Evaluate modified system	5.1 Collect client or user feedback and analyse against client requirements 5.2 Correct identified shortcomings in the system and record actions

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	2.1, 3.2, 4.3, 5.1	• Identifies, interprets and evaluates online and hard copy documentation containing complex ICT related terminology, acronyms and concepts

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Writing	2.2, 3.2, 4.1, 4.7	• Uses correct spelling, grammar and plain English together with the ICT specific terminology and diagrams to convey recommendations and requirements, and complete organisational documentation
Oral Communication	1.1, 2.2, 3.1-3.3, 4.1, 4.2, 5.1	• Converts highly technical language and terminology into plain English to communicate ideas and plans, and gather feedback from clients • Uses effective listening and questioning techniques and technical terminology to elicit information and make the correct component selection
Navigate the world of work	2.1, 4.3	• Recognises and follows explicit protocols and meets expectations associated with own role
Get the work done	1.1, 1.3, 2.1, 2.2, 3.2, 3.3, 4.1, 4.4-4.6, 5.1, 5.2	• Initiates standard procedures when responding to familiar problems within immediate context • Recognises some general design and operating principles of digital tools and uses these to help when modifying systems and when troubleshooting • Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
ICTICT303 Connect internal hardware components	ICAICT303A Connect internal hardware components	Updated to meet Standards for Training Packages. Minor edits to clarify intent of performance criteria.	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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Assessment Requirements for ICTICT303 Connect internal hardware components

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify and categorise the different types of internal hardware components
- modify system's hardware to meet client requirements
- plan modification of and connect internal hardware components according to vendor and technical specifications
- install components across a variety of situations and account for unexpected contingencies
- evaluate the system on completion.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe areas of the operating system relevant to configuration and testing
- compare current industry accepted hardware and software products
- outline environmental considerations in e-waste disposal
- outline organisational guidelines and organisational requirements with regard to safety, recycling and component installation
- outline system's diagnostic software and current functionality
- interpret vendor specifications and requirements for component installation.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the general information and communications technology (ICT) industry, and include access to:

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- a personal computer and internal hardware components for installation
- current industry standard performance testing software
- documents detailing organisational guidelines and requirements
- technical manuals and tools.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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ICTICT304 Implement system software changes

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to implement system software changes and to hand over the modified system to the client's operational area.

It applies to individuals working in support roles who are required to update operating systems on client computers with the latest technology fixes, working under minimum supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

General ICT

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine system changes required	1.1 Determine and record required changes to system 1.2 Ensure documentary evidence exists to support changes and evaluate changes required 1.3 Complete documentation required according to maintenance methodologies 1.4 Clarify and confirm nature of the changes with the client 1.5 Obtain technical data from reliable sources and request

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ELEMENT	PERFORMANCE CRITERIA
	other resources that may be required to complete the changes
2. Carry out system changes	2.1 Plan the procedure to effect intended changes 2.2 Consult with colleagues and users involved in the proposed changes and agree a mutually acceptable timeline and method of implementation 2.3 Copy initialisation or configuration files prior to implementation 2.4 Create a roll-back path in the event of failure 2.5 Ensure changes required in software are made according to project or organisational guidelines 2.6 Test and verify that the changes have been made according to implementation guides and organisational standards
3. Present changes to client	3.1 Demonstrate changes to the client and explain the impact of these changes 3.2 Work towards making these changes acceptable to the client if changes are rejected, or making further modifications if required 3.3 Update documentation and repositories according to standards and update modifications made to the change management system
4. Perform handover to client	4.1 Update documentation and client procedures to reflect changes made 4.2 Secure sign-off of acceptance documents by client 4.3 Facilitate handover of modified system to client's operational area

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.5	• Identifies and interprets hard copy, online and computer generated text, numerical and diagrammatic information with systems

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		software specific terminology • Reviews a range of organisational documentation to identify relevant information relating to the requirements of both the job role and organisation
Writing	1.1, 1.3, 3.3, 4.1	• Uses correct spelling and grammar, plain English and, when necessary, systems related text and terminology to complete documentation and update client procedures
Oral Communication	1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 3.1, 3.2, 4.2, 4.3	• Uses effective listening and questioning techniques and systems related terminology to elicit information about the systems and determine the job requirements • Converts highly technical language and terminology to plain English to communicate changes to, and gather feedback from, the client(s)
Navigate the world of work	2.5, 2.6, 3.3	• Recognises and follows explicit protocols and meets expectations associated with own role
Get the work done	1.1, 2.1-2.4, 2.6, 3.2, 3.3, 4.3	• Initiates standard procedures when responding to familiar problems within immediate context • Recognises some general design and operating principles of digital tools and uses these to help when modifying systems and when troubleshooting • Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
ICTICT304 Implement system software changes	ICAICT304A Implement system software changes	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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Assessment Requirements for ICTICT304 Implement system software changes

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- evaluate, document and implement changes to the system with minimum disruption to the system and client users
- hand over the project to the client with instructions and updated documentation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify and describe business scheduling requirements
- identify change control procedures
- describe client business domain
- discuss current industry accepted hardware and software products
- discuss emerging standards for data and voice communications
- outline the system's current functionality
- discuss the features of the system under modification
- outline the organisational policy and procedures with regard to system changes
- recognise vendor software services with regard to system changes.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the general information and communications technology (ICT) industry, and include access to:

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- a computer
- system software currently used in industry
- technical manuals and tools.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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ICTICT401 Determine and confirm client business requirements

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to determine client business system requirements and verify the accuracy of the information gathered.

It applies to information and communications technology (ICT) personnel who are required to analyse client expectations and needs, and recommend business system changes.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

General ICT

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine context of business need or problem	1.1 Establish the business problem to be investigated, including determining system boundaries, scope and the development methodology to be used 1.2 Choose information gathering method and develop questions appropriate to business problem 1.3 Develop objectives and identify expected outcomes to be achieved 1.4 Document the business problem

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ELEMENT	PERFORMANCE CRITERIA
	1.5 Submit documentation to appropriate person for substantiation
2. Gather information	2.1 Use chosen information gathering method to identify clients of the system and problems they encounter 2.2 Record client responses 2.3 Analyse gathered information to identify new system requirements and establish problem specifications 2.4 Document system requirements and problems 2.5 Analyse physical requirements and identify changes required to implement new systems
3. Confirm system specifications	3.1 Check documentation to ensure it meets client business needs 3.2 Submit documentation to the client for verification of accuracy and approval 3.3 Make changes to the documentation as necessary and indicated by the client 3.4 Submit documentation to client for final approval or sign-off

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 2.3, 2.5, 3.1	• Identifies, analyses and evaluates information from a variety of sources containing complex systems related terminology to determine system performance requirements and establish solutions
Writing	1.2-1.4, 2.2, 2.4, 3.3	• Uses the correct spelling and grammar, plain English and, when necessary, systems related text and terminology to develop information gathering tools and document recommendations
Oral Communication	1.1, 2.1, 2.5, 3.2, 3.4	• Uses plain English, effective listening and questioning techniques and, where necessary, systems related terminology to elicit information

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		• Uses plain English and relevant terminology to liaise with clients, present information and obtain feedback
Get the work done	1.1-1.3, 2.1, 2.3, 2.5	• Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements so work is undertaken methodically • Recognises and takes responsibility for addressing predictable and some less predictable problems in familiar work contexts • Understands the purposes, specific functions and key features of common digital systems and tools to provide current advice on systems and data gathering products

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
ICTICT401 Determine and confirm client business requirements	ICAICT401A Determine and confirm client business requirements	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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Assessment Requirements for ICTICT401 Determine and confirm client business requirements

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- use investigative techniques to obtain information and document the business system problem
- produce a clear statement of business expectations and needs, including critical business requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe a variety of data gathering techniques
- describe areas related to the client business in detail
- interpret functional organisational charts
- outline physical requirements of the client's business, taking into account current system functionality, geography, environment, client user and cost constraints
- describe products related to data capture
- discuss the role of stakeholders and the degree of stakeholder involvement.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the general information and communications technology (ICT) industry, and include access to:

- current business needs
- a client expectations brief

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- business objectives
- systems, data gathering and appropriate software products.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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ICTICT403 Apply software development methodologies

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to apply traditional and non-traditional systems development methodologies.

It applies to individuals in a senior development role who exercise discretion and judgement to create solutions using appropriate technical knowledge and analysis skills.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

General ICT

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine and select appropriate methodology for a given activity	1.1 Determine and define subject activity 1.2 Define criteria for selection of development methodology 1.3 Review and evaluate a range of traditional and non-traditional system development methodologies 1.4 Select appropriate system development methodology to suit the activity
2. Apply the selected	2.1 Create an initial project plan to guide developmental

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ELEMENT	PERFORMANCE CRITERIA
development methodology	processes 2.2 Identify appropriate task types according to development methodology 2.3 Clearly describe and articulate task types 2.4 Define appropriate control structures that need to be created during task type execution 2.5 Associate each task type with a set of input and output parameters
3. Adjust project to suit appropriate methodology	3.1 Identify resources to support methodology selection 3.2 Apply appropriate methodology to solve tasks 3.3 Monitor project flow and record effectiveness against project plan 3.4 Review and document opportunities for improvement, lessons learned and recommendations for future projects 3.5 Submit results to appropriate person for approval

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.3, 3.1, 3.4	• Identifies, analyses and evaluates a range of textual information containing complex systems development specific terminology, syntax and diagrams, and applies the information to the task
Writing	2.1, 2.3, 3.3, 3.4	• Uses the correct spelling and grammar, and technical terminology to develop project plans, document recommendations, processes and reports in a format suitable to the audience
Oral Communication	1.1, 1.3, 2.3, 3.1-3.4	• Elicits and evaluates information using project related terminology and effective listening and questioning techniques • Uses plain English and, where necessary, project related terminology to liaise with clients, present information and obtain feedback • Uses specific and complex systems development

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		terminology to liaise with co-workers
Get the work done	1.1-1.4, 2.2, 2.4, 2.5, 3.1-3.4	• Uses familiar digital systems and tools to access, organise, analyse and display information relevant to the role • Applies formal processes when planning more complex tasks, producing plans with logically sequenced steps, reflecting an awareness of time and resource constraints and the needs of others • Reflects on the appropriateness and effectiveness of project methodologies and identifies some key principles that may be relevant in future situations

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
ICTICT403 Apply software development methodologies	ICAICT403A Apply software development methodologies	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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Assessment Requirements for ICTICT403 Apply software development methodologies

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop a project plan
- apply a methodology to a project
- produce documentation as required by the chosen methodology.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe client business domain and organisational requirements
- explain current project requirements
- explain role of stakeholders and the degree of stakeholder involvement in the development process
- describe at least two current system development methodologies.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the general information and communications technology (ICT) industry, and include access to:

- design specifications and current methodologies
- organisational standards for documentation and version control
- detailed user requirements document, including model and scope.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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ICTICT502 Develop detailed component specifications from project specifications

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to analyse requirements of the project specifications in order to produce a set of high-level component specifications.

It applies to systems designers who are required to produce component specifications for programmers.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

General ICT

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop components	1.1 Document behaviour scenarios according to documentation standards 1.2 Identify or develop components according to project specifications 1.3 Prepare diagrams according to standards
2. Prepare schema	2.1 Analyse and document component connectivity

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ELEMENT	PERFORMANCE CRITERIA
	2.2 Identify and incorporate data flow iteration 2.3 Prepare component action diagrams according to standards
3. Prepare component model	3.1 Describe roles and responsibilities 3.2 Review and update functional requirements 3.3 Specify interface components and component relationships 3.4 Prepare interaction diagrams according to standards
4. Iterate and review model	4.1 Conduct walk-through of current model and review functionality 4.2 Identify relationships to ensure integration of model 4.3 Review class service requirements 4.4 Prepare initial test criteria 4.5 Implement process for incremental testing

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 2.2, 3.2, 4.1-4.3	• Interprets and analyses text with complex terminology, diagrams, code, syntax, icons and symbols to evaluate current system functionality and technical requirements, and develop diagrams using industry specific software
Writing	1.1-1.3, 2.1-2.3, 3.1-3.4, 4.4, 4.5	• Uses the correct spelling and grammar, clear plain English, task related terminology, and a formal document structure, format and style appropriate to the audience and organisation • Selects suitable vocabulary, terminology, labelling and naming conventions to develop diagrams using industry specific design tools
Numeracy	1.2	• Interprets numerical information and applies basic mathematical calculations relating to time durations and budgetary information
Navigate the	1.1, 1.3, 2.3, 3.4	• Recognises and follows explicit and implicit protocols,

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world of work		and meets expectations associated with own role
Get the work done	1.2, 2.1, 2.2, 3.2, 3.3, 4.1- 4.5	• Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for efficiency • In familiar contexts, responds intuitively to problems requiring immediate attention • Considers purpose, needs and limitations when selecting devices and applications for different tasks

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
ICTICT502 Develop detailed component specifications from project specifications	ICAICT502A Develop detailed component specifications from project specifications	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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Assessment Requirements for ICTICT502 Develop detailed component specifications from project specifications

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify and document high level component specifications relevant to the project specifications
- analyse and document component connectivity and relationships
- document and review component modelling.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline appropriate design tools and their use
- discuss and explain configuration management
- outline the key features of a cost-benefit analysis
- identify and apply current industry accepted design methodologies and hardware and software products, including broad knowledge of general features and capabilities
- explain data modelling techniques
- describe program development methodologies
- describe quality assurance practices for preparing component models
- outline relevant standards and organisational policies
- specify current system functionality for analysing components.

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Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the general information and communications technology (ICT) industry, and include access to:

- technical specifications
- organisational and process goals
- standards for model development
- computer aided software engineering (CASE) tools
- project deliverables
- test plan
- project budget
- outcomes of the business analysis process
- appropriate software and hardware.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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ICTNWK305 Install and manage network protocols

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to install and manage network protocols in a networking environment.

It applies to individuals with competent information and communications technology (ICT) skills, working as network administrators who are required to ensure that appropriate protocols have been installed in networks to allow user functionality and maintenance.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Networking

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Install and manage network protocols	1.1 Select, test and validate appropriate network protocol services 1.2 Design a network addressing system, with subnet and host IDs, including appropriate devices 1.3 Configure hosts and workstations to use IP addresses either manually or through automatic allocation of addresses, such as found with dynamic host configuration protocol (DHCP)
2. Identify network	2.1 Review a range of well-known network protocol applications

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ELEMENT	PERFORMANCE CRITERIA
protocol applications	2.2 Evaluate client user requirement and recommend network protocol services 2.3 Apply internet protocol (IP) addressing scheme according to approved policy and procedures

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	2.2, 2.3	• Recognises and interprets textual information, including technical manuals, to establish the job requirements
Writing	2.2	• Uses specific and relevant language to document new file systems, user access and disaster recovery procedures
Oral Communications	2.2	• Articulates clearly using specific and relevant language suitable to audience to convey requirements • Uses listening and questioning techniques to confirm understanding
Navigate the world of work	2.3	• Complies with explicit organisational policies and procedures • Ensures knowledge of legislative requirements and products is kept up to date
Get the work done	1.1-1.3, 2.1	• Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency, and considering how to link with the work of others • Understands the purposes, specific functions and key features of common digital systems and tools, and operates them effectively to complete routine tasks • Initiates standard procedures when developing and refining configuration protocols

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Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
ICTNWK305 Install and manage network protocols	ICANWK305A Install and manage network protocols	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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Assessment Requirements for ICTNWK305 Install and manage network protocols

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- configure, test and validate network protocols in order to facilitate interconnectivity
- install and manage network protocols in a network, and troubleshoot problems.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe the client business domain, including client organisation structure and business functionality
- list current communications technologies and their associated protocols
- outline current industry accepted hardware and software products, and general features and capabilities
- summarise network protocols currently in use in the organisation and industry, including:
  - transmission control protocol
  - internet protocol (TCP/IP)
  - OSI models
- clarify the vendor product range and development directions
- describe how network protocols transcend organisational size and network complexity.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the network industry, and include access to:

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- a live network
- application software and operating system
- appropriate learning and assessment support when required
- networked computers
- organisational guidelines
- technical documentation and installation manuals
- vendor software.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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ICTNWK410 Install hardware to a network

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to plan, manage and install new hardware components in a network.

It applies to individuals employed in technical information and communications technology (ICT) support roles, such as network administrators, who support network hardware in a peer-to-peer or client-server networked environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Networking

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine network hardware requirements	1.1 Assess client network hardware and cabling requirements, considering compatibility with existing application software and operating system 1.2 Analyse requirements against local area network (LAN), wide area network (WAN), wireless networks, and mobile equipment access design limitations and organisational guidelines 1.3 Evaluate client requirements according to organisational guidelines, corporate purchasing procedures, licensing

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ELEMENT	PERFORMANCE CRITERIA
	arrangements and budget
2. Obtain network hardware	2.1 Contact vendors and obtain technical specifications 2.2 Evaluate or test hardware according to client requirements and organisational guidelines 2.3 Document recommendations and provide copies to appropriate person 2.4 Determine and document licensing requirements and security issues 2.5 Acquire hardware according to recommendations and organisational procedures 2.6 Organise cabling infrastructure where required
3. Install network hardware	3.1 Conduct installation with minimal disruption to clients 3.2 Install hardware according to appropriate installation procedures 3.3 Configure and test the installation to ensure that it meets client needs
4. Provide instruction and support for installed products	4.1 Determine and document client instructions and needs 4.2 Provide one-to-one or group instruction to client and users as required 4.3 Obtain client evaluation and feedback to ensure that client requirements have been met

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 2.2, 2.5	• Recognises and interprets licensing and security issues, technical information and organisational procedures to determine job requirements
Writing	2.4, 4.1	• Prepares information which incorporates evaluation of information and specialised and cohesive language in a format and style appropriate to a specific audience

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Oral Communication	2.1, 2.3, 4.1-4.3	• Uses listening and questioning skills to confirm understanding for requirements • Participates in regular verbal exchanges and uses appropriate, detailed and clear language to address key personnel and to disseminate information
Numeracy	1.3	• Uses mathematical formulas and calculations to estimate and plan costs according to business budgets
Navigate the world of work	1.2, 1.3, 2.4, 2.5	• Appreciates the implications of legal and regulatory responsibilities related to own work
Get the work done	1.1-1.3, 2.2, 2.5, 2.6, 3.1- 3.3	• Determines job priorities, resources and equipment, and works logically and systematically to maintain the continuity of network operations and business functions during network installation tasks • Understands the purposes, specific functions and key features of common digital systems and tools, and operates them effectively to complete routine tasks • Recognises and responds to predictable routine problems related to own role in the immediate work context • Automatically implements standard procedures for routine decisions

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
ICTNWK410 Install hardware to a network	ICANWK410A Install hardware to a network	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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Assessment Requirements for ICTNWK410 Install hardware to a network

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- evaluate client user requirements and hardware installation
- install a range of network hardware by planning, managing and supporting the installation of new components in a network, according to organisational policies and procedures.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- summarise current industry, data and voice networking, security products, devices and procedures, including:
  - current industry accepted network protocols
  - organisational contracting procedures and responsibilities
  - system diagnostic software
- outline current industry accepted network hardware and software products
- explain hardware and software installation procedures
- describe local area network (LAN) capabilities and characteristics, such as network type, internet protocol (IP) addressing, switch or hub operation
- describe various features of network connections, including types of cables, cabling distance limitations and wireless connections
- outline operating systems sufficient to enable basic installation
- summarise set-up and configuration procedures
- describe software packages supported by the organisation.

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Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the network industry, and include access to:

- vendor hardware and software components
- application software and operating system
- hardware maintenance tools
- a live network
- networked computers
- organisational guidelines
- technical documentation and installation manuals.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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ICTNWK411 Deploy software to networked computers

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to plan, manage and support the installation of new or upgraded software to networked computers according to vendor and organisation specifications.

It applies to individuals involved in installing, configuring, maintaining and supporting software, such as network administrators and network support staff.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Networking

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine operating system and software and hardware requirements	1.1 Assess client software and licensing requirements, considering compatibility with existing application software and operating system 1.2 Assess hardware requirements 1.3 Analyse requirements against local area network (LAN), wide area network (WAN), and wireless networks within organisational guidelines 1.4 Evaluate client requirements according to organisational

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ELEMENT	PERFORMANCE CRITERIA
	guidelines, corporate purchasing procedures and budget
2. Obtain deployment software to automate deployment	2.1 Evaluate deployment software according to client requirements and organisational guidelines 2.2 Contact vendors and obtain technical specifications, including support arrangements and licensing 2.3 Acquire software and licences according to organisational procedures 2.4 Store software licences and manuals according to organisational guidelines
3. Automate installation of operating system via network	3.1 Plan and deploy operating system according to appropriate vendor installation procedures, with minimal disruption to network and clients 3.2 Configure and test installation to ensure that it meets client needs and vendor specifications 3.3 Install updates and patches
4. Automate installation of software packages via network	4.1 Plan and deploy software packages according to appropriate vendor installation procedures, with minimal disruption to network and clients 4.2 Configure and test installation to ensure that it meets client needs and vendor specifications 4.3 Install updates and patches
5. Test and sign off	5.1 Test installed operating system and software for error-free performance, identifying and resolving problems 5.2 Determine and document security and licensing issues 5.3 Obtain client evaluation and feedback to ensure that client requirements have been met

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.4, 2.1, 2.3, 2.4,	• Recognises and interprets technical, licensing

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	3.1, 3.2, 4.1, 4.2	and organisational information to determine business requirements
Writing	1.3, 5.2	• Develops material for a specific audience, using clear and detailed language in order to convey explicit information
Oral Communication	2.2, 5.3	• Uses active listening, observational and questioning techniques in order to identify information and confirm, clarify or revise understanding • Uses specific and relevant language to obtain information to determine job requirements
Numeracy	1.4	• Uses mathematical formulas and calculations to estimate and plan costs according to business budgets
Navigate the world of work	1.1, 1.3, 1.4, 2.1-2.4, 5.2	• Appreciates the implications of legal and regulatory responsibilities related to own work
Get the work done	1.1-1.4, 2.1, 2.3, 2.4, 3.1-3.3, 4.1-4.3, 5.1	• Determines job priorities, resources and equipment, and works logically and systematically • Understands the purposes, specific functions and key features of common digital systems and tools, and operates them effectively to complete routine tasks • Uses analytical processes to respond to deployment and configuration issues in the immediate work context • Automatically implements standard procedures for routine decisions

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
ICTNWK411 Deploy software to networked computers	ICANWK411A Deploy software to networked computers	Updated to meet Standards for Training Packages	Equivalent unit

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Links

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Assessment Requirements for ICTNWK411 Deploy software to networked computers

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify client software requirements
- plan and deploy automatic installation of operating system and software
- configure and test installation, ensuring client needs are met.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- summarise network protocols and operating systems, including:
  - transmission control protocols (TCP)
  - internet protocols (IPs)
  - network applications
- describe organisational contracting procedures and responsibilities
- outline software licensing requirements and documentation
- explain current industry standards related to software deployment, including:
  - deployment software configuration
  - configuration of automated deployment processes
  - operating system deployment
  - software package deployment
  - troubleshooting deployment processes.

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Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the network industry, and include access to:

- a site or prototype where deployment processes may be implemented
- a live network
- software tools to support implementation of deployment processes
- technical documentation and installation manuals
- organisational guidelines.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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ICTPRG524 Develop high-level object-oriented class specifications

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to analyse requirements and produce a set of high-level object-oriented class specifications.

It applies to individuals who are required to develop object designs as part of the systems design process.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Programming and software development

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Analyse the behaviour of objects	1.1 Analyse behaviour scenarios and the prepare documentation, according to standards 1.2 Identify classes, objects and abstract data types, according to requirements 1.3 Prepare class, object, module and process diagrams, according to specifications

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ELEMENT	PERFORMANCE CRITERIA
2. Prepare a state model	2.1 Analyse data requirements and iterate data flows 2.2 Prepare state-transition diagrams, according to standards 2.3 Improve the abstract data types and specifications
3. Describe the roles and responsibilities of classes	3.1 Review the functional requirements, assign responsibilities and update class structures 3.2 Specify the interface and class communication requirements 3.3 Prepare the interaction diagrams, according to standards
4. Iterate and review the object model	4.1 Review the current object model, class functionality and data transformation 4.2 Identify and develop class relationships, priorities, and the inheritance hierarchy 4.3 Review the class-service requirements and initial test criteria 4.4 Identify object processes and reuse classes 4.5 Document the model and forward it to the appropriate person

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.3, 4.1, 4.2	• Interprets, and analyses, complex technical documentation
Writing	1.1, 1.3, 2.2, 3.3, 4.5	• Accurately records and completes documentation according to organisational formats and protocols • Writes and edits documents to ensure accuracy and consistency of information, and clarity of meaning
Interact with others	4.5	• Shares knowledge, information and experience openly, liaising with colleagues to achieve the best possible outcome
Get the work done	1.3, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4	• Uses a range of digitally-based technologies to access, extract and share relevant information, in order to achieve the required outcomes • Identifies technical or conceptual issues, and applies analytical processes, to resolve these issues

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		• Uses analytical and lateral thinking to review current practices, and to develop new or improved software or systems

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
ICTPRG524 Develop high-level object-oriented class specifications	ICAPRG524A Develop high-level object-oriented class specifications	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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Assessment Requirements for ICTPRG524 Develop high-level object-oriented class specifications

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- specify and model abstract data types
- specify the interface between classes and objects
- document the results.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline configuration management
- outline current industry-accepted object-oriented methodologies
- outline current program development methodologies
- describe data modelling techniques
- describe object-oriented analysis tools
- describe quality assurance practices.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the programming and software development industry, and include access to:

- the business, system and user requirement
- a unified modelling language (UML) modelling tool
- the appropriate learning and assessment support, when required.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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ICTSAD501 Model data objects

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to understand business operations, identify entities and data, diagrammatically represent their relationships, and prepare a data model.

It applies individuals who have a broad range of analytical, technical and communication skills and who work within broad but established parameters.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Systems analysis and design

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify entities and relationships	1.1 Analyse business data to understand operations 1.2 Identify boundaries of the system 1.3 Identify entities, attributes, data types and relationships of data 1.4 Review business rules to determine impact 1.5 Document relationships in an entity relationship diagram

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ELEMENT	PERFORMANCE CRITERIA
2. Develop normalisation	2.1 Identify suitable business data 2.2 Undertake normalisation of business data and document results 2.3 Compare normalisation results with entity relationship diagram 2.4 Reconcile differences between data
3. Validate model	3.1 Validate data model with client 3.2 Resolve issues or recommendations 3.3 Document completed data model 3.4 Submit to client for final approval

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.4, 2.3, 2.4	• Critically analyses complex documentation from a variety of sources and consolidates information relating to specific criteria to determine requirements
Writing	1.5, 2.2, 2.4, 3.3, 3.4	• Prepares and produces diagrammatic models and associated documents that convey complex relationships between data • Documents outcomes and changes to discussions, using industry relevant terminology and recognised symbols
Oral Communication	3.1-3.4	• Participates in verbal exchanges by listening and questioning clients to elicit information, resolve issues, and obtain final product and work outcome approval
Interact with others	3.1, 3.2, 3.4	• Selects, implements and seeks to improve protocols governing communications to clients and co-workers in a range of work contexts • Elicits feedback and provides feedback to others
Get the work done	1.1-1.4, 2.1, 3.2, 3.3	• Accepts responsibility for planning and sequencing complex tasks and workload, negotiating key aspects with others and taking into account capabilities, efficiencies and effectiveness • Applies systematic and analytical decision making

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		processes for complex and non-routine situations • Uses and investigates new digital technologies and applications to manage and manipulate data and communicate effectively with others, in a secure and stable digital environment

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
ICTSAD501 Model data objects	ICASAD501A Model data objects	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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Assessment Requirements for ICTSAD501 Model data objects

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- document client business requirements
- construct an entity relationship diagram
- construct and document a data model
- normalise the model
- validate the model.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- fully describe:
  - database identifiers and their impact on database usability
  - normalisation rules and processes
  - type hierarchies, including sub-types, super-types and root-types related to development of structured data types
  - validation procedures and processes
- describe the function and features of:
  - an approach to data modelling, such as the entity-relationship model
  - keys, e.g. unique keys, composite keys, primary keys and primary index
  - time stamps related to the use of keys
  - user defined types, structured types, reference types and user defined functions
  - data types and their application
- summarise the particular business domain.

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Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the systems analysis and design field of work, and include access to:

- client's business requirements
- special purpose tools, equipment and materials
- industry software packages
- computer aided software engineering (CASE) tools
- entity relationship diagrams.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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ICTSAD502 Model data processes

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to gather process data and business information in order to model data processes within an organisation.

It applies to individuals who can apply a broad range of technical knowledge and skills within the context of a complex project.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Systems analysis and design

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop scope of model	1.1 Identify relevant data processes and sources of information 1.2 Identify information gathering method and modelling methodology to be used 1.3 Document modelling information gathered 1.4 Validate modelling information with client
2. Gather process data	2.1 Identify business functions and collect process data using chosen method

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ELEMENT	PERFORMANCE CRITERIA
	2.2 Identify external events, procedures and results 2.3 Identify processes and required decomposition
3. Develop and validate data model	3.1 Model process data according to modelling methodology 3.2 Validate process model with client to determine inaccuracies 3.3 Incorporate identified changes, as required 3.4 Review business rules to determine impact on process models and change as required 3.5 Validate completed process models with client

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 2.3, 3.4	• Critically analyses complex documentation from a variety of sources and consolidates information relating to specific criteria to determine requirements
Writing	1.3, 1.4, 3.3-3.5	• Prepares and produces diagrammatic models and associated documents that convey complex relationships between data
Oral Communication	1.4, 3.2, 3.5	• Determines and confirms client requirements using collaborative and inclusive techniques, including active listening and questioning, and reading of verbal and non-verbal signals to convey and clarify information and confirm understanding
Interact with others	1.4, 3.2, 3.5	• Implements strategies for a diverse range of colleagues and clients to build rapport and foster strong relationships
Get the work done	1.1, 1.2, 2.1-2.3, 3.1, 3.4	• Accepts responsibility for planning and sequencing complex tasks and workload, negotiating key aspects with others and taking into account capabilities, efficiencies and effectiveness • Applies systematic and analytical decision making processes for complex and non-routine situations • Uses and investigates new digital technologies and applications to manage and manipulate data, and

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		communicate effectively with others in a secure and stable digital environment

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
ICTSAD502 Model data processes	ICASAD502A Model data processes	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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Assessment Requirements for ICTSAD502 Model data processes

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify data processes that represent the client's business reality
- model data processes according to industry and organisation standards
- complete documentation of the data model.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- discuss modelling rules and conventions with reference to naming processes and events
- outline features and functions of process mappers
- explain features of data analysis, particularly in determining process flows
- describe processes and techniques, using logical design concepts related to designing process models.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the systems analysis and design field of work, and include access to:

- client’s business requirements
- special purpose tools and equipment
- industry software packages.

Assessors must satisfy NVR/AQTF assessor requirements.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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ICTSAS203 Connect hardware peripherals

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to connect hardware peripherals according to instructions.

It applies to individuals employed in an information and communications technology (ICT) support role who are required to solve technical hardware and software incompatibility conflicts and problems.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Systems administration and support

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Confirm client requirements	1.1 Identify and confirm peripheral requirements of client according to organisational standards 1.2 Document client requirements and peripherals needed, and report findings to the appropriate person according to organisational standards 1.3 Verify client requirements with appropriate person according to organisational standards and reporting procedures

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Take action to ensure client support expectations are covered by vendor warranty and support services
2. Obtain required peripherals	2.1 Obtain peripherals under instruction from appropriate person 2.2 Enter details of peripherals into equipment inventory according to organisational standards 2.3 Validate that contents of delivered components and physical contents match the packing list and resolve discrepancies if necessary 2.4 Store peripherals according to vendors guidelines
3. Connect hardware peripherals	3.1 Verify timeframe for installation schedule with client 3.2 Remove old peripherals with minimal disruption to clients if they are to be replaced, taking into account environmental considerations and work health and safety (WHS) standards 3.3 Connect new peripherals with minimum disruption to clients, taking into account operating system procedures 3.4 Configure computer to accept new peripherals 3.5 Test hardware peripherals and confirm client satisfaction, paying particular attention to possible effect on other systems and making adjustments as required

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.4, 2.1-2.4, 3.1-3.5	• Interprets textual information from a range of sources to identify and adhere to requirements
Writing	1.2, 1.3, 1.4, 2.1	• Develops materials and resources using simple vocabulary to convey and record information and inventory, according to client and vendor requirements
Oral Communication	1.2, 1.3, 1.4, 2.1, 3.1, 3.5	• Participates in verbal exchanges of familiar ideas and information using questioning and active listening to elicit views, opinions and feedback from others
Navigate the	1.1, 1.3, 1.4, 2.1-2.4,	• Understands roles and responsibilities for task and makes basic decisions on work completion parameters

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world of work	3.2-3.5	in accordance with organisational requirements, WHS standards and environmental considerations
Interact with others	1.1-1.4, 2.1, 3.1	• Identifies and takes steps to follow accepted communication practices and protocols
Get the work done	1.1-1.4, 2.1-2.4, 3.1-3.5	• Plans and implements routine tasks, aiming to achieve them efficiently • Responds to predictable routine problems and implements standard or logical solutions • Understands the purposes, specific functions and key features of common digital systems and tools, and operates them effectively to complete routine tasks

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
ICTSAS203 Connect hardware peripherals	ICASAS203A Connect hardware peripherals	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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Assessment Requirements for ICTSAS203 Connect hardware peripherals

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- connect several different types of hardware peripherals to the system safely and according to vendor instructions with a minimum of downtime, using known routines and procedures
- locate, interpret and use vendor documentation related to connection and storage of hardware peripherals
- test the operation of newly installed hardware peripherals and confirm client satisfaction
- follow work health and safety policies and procedures.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe the commonly used computer operating systems
- identify help desk and maintenance practices
- describe common peripheral devices
- summarise WHS procedures for electrical equipment
- list the system components and describe their interconnectivity
- identify current industry accepted hardware and software products
- describe procedures relevant to maintaining inventory
- list the organisational guidelines and standards that impact on service support including:
  - external suppliers and vendors
  - internal and external communications
  - internet access
  - security of information and data

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- identify common principles for environmentally sustainable business practices.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the systems administration and support field of work and include access to:

- sites with a representative range of workstations, hardware peripherals, internet connections and cabling
- software to be installed, interconnected and configured
- hardware and software currently used in industry
- technical documentation, including organisational hardware blueprint and vendor support.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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ICTSAS205 Maintain ICT system integrity

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to protect and secure stand-alone or networked client server environments.

It applies to technical support individuals who are required to maintain workflow and quality processes in a small or large office environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Systems administration and support

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Carry out system backup	1.1 Create and review organisational backup schedule 1.2 Determine storage media and hardware for backups 1.3 Ensure backups are carried out according to the schedule 1.4 Label and store backups according to organisational standards 1.5 Maintain records of backups
2. Restore system backup	2.1 Determine and test restoration procedures according to

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ELEMENT	PERFORMANCE CRITERIA
	organisational standards 2.2 Restore data under instruction from an appropriate person 2.3 Restore data according to organisational standards 2.4 Document and report on backup results
3. Maintain virus protection	3.1 Maintain and update virus protection software according to operating system in use 3.2 Carry out virus scanning and report detected viruses to appropriate person 3.3 Remove viruses and update scanning software
4. Follow copyright procedures and record software licences where appropriate	4.1 Identify copyright procedures for licensed software used by the organisation 4.2 Maintain records of licence number and location 4.3 Monitor operation and use of licensed software where applicable 4.4 Check personal computers and networks to ensure software compliance 4.5 Report licensing anomalies related to software to an appropriate person

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.5, 2.1-2.3, 3.1-3.3, 4.1-4.5	• Interprets familiar textual information from a range of sources to identify and review practices and determine that appropriate standards have been maintained • Researches and interprets information to identify, monitor and evaluate technical information and maintain appropriate standards
Writing	1.4, 1.5, 2.4, 4.2, 4.5	• Develops materials and resources using simple vocabulary to record information in a sequential manner, adhering to standards for client engagement as well as internal reference

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Navigate the world of work	1.1-1.5, 2.1-2.4, 3.1-3.3, 4.1-4.5	• Understands roles and responsibilities for task and makes basic decisions on work completion parameters in accordance with organisational standards
Interact with others	2.2, 4.5	• Identifies and takes steps to follow accepted communication practices and protocols
Get the work done	1.1-1.5, 2.1-2.4, 3.1-3.3, 4.1-4.5	• Plans and implements routine tasks, aiming to achieve them efficiently • Makes low-impact decisions within familiar situations, based on a range of predefined or routine solutions, and evaluates the effectiveness of the outcome • Understands the purposes, specific functions and key features of common digital systems and tools, and operates them effectively to complete routine tasks

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
ICTSAS205 Maintain ICT system integrity	ICASAS205A Maintain IT system integrity	Updated to meet Standards for Training Packages. Minor edit to the competency title.	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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Assessment Requirements for ICTSAS205 Maintain ICT system integrity

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- protect and secure stand-alone or networked client server environments and operating systems according to system maintenance procedures
- complete file backup according to organisational standards
- recover, delete and archive according to backup and recovery procedure
- check computers and networks for compliance with licensing requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify organisational standards regarding:
  - backup and recovery procedures and operations
  - labelling and storage of backups
- describe current industry accepted hardware and software products
- describe current viruses and protection methods
- identify common diagnostic tools
- identify inventory procedures
- identify maintenance procedures
- describe storage and retrieval guidelines
- explain system performance
- identify software copyright and General Public Licence (GPL) or copyright responsibilities.

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Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the systems administration and support field of work and include access to:

- sites with a representative range of stand-alone and networked client server environments
- antivirus software
- technical records and documentation.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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LGADMIN425A Develop a communication plan

Modification History

LGADMIN425A Release 2: Layout adjusted.

LGADMIN425A Release 1: Primary release.

Unit Descriptor

This unit covers preparing and developing an integrated communication plan to enable the effective communication to the community and specific groups of council services and other relevant information. The unit is suitable for a range of contexts in the organisation and can be applied to promotional and marketing material, informative material and material related to specific events or activities.

Application of the Unit

This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the

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	Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop communication objectives	1.1 The target audience is identified. 1.2 Relevant and appropriate media are identified and assessed in accordance with council requirements and audience needs. 1.3 Relevance of existing materials and activities is assessed based on changing communication needs and organisational policies. 1.4 Communication objectives are determined and integrated into council strategies and priorities.
2. Prepare a communication plan	2.1 The elements of a communication plan are determined in accordance with council requirements. 2.2 ***Forms of communications*** are evaluated in relation to communication objectives. 2.3 ***Promotions*** are evaluated for inclusion in the communication plan. 2.4 Objectives of ***the communication plan*** are developed and evaluated for cost effectiveness and for effectiveness. 2.5 Communication plan is prepared in accordance with council requirements.
3. Implement the communication plan	3.1 Resources required to complete the communication activities are obtained. 3.2 Responsibilities and functions are allocated to relevant personnel. 3.3 Communication materials are developed to suit purpose of the communication activity and requirements of the audience. 3.4 Professional assistance in the development of materials is sought as appropriate. 3.5 Communication is paced and sequenced to meet a range of requirements and types of audience.
4. Review and report on the communication plan	4.1 ***Feedback mechanisms*** are established and utilised to evaluate and review communication activities. 4.2 Reports are prepared in accordance with organisational requirements.

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ELEMENT	PERFORMANCE CRITERIA
	4.3 Communication activities are adjusted as appropriate.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit

Required Skills

- verbal and written communication
- consultation
- analytical
- problem solving
- research
- evaluative
- collating and interpreting statistical data, including trend analysis
- risk management
- cost-benefit analysis
- strategic thinking
- negotiation
- report writing

Required Knowledge

- organisation's marketing plan
- organisation's services
- data collection and analysis techniques
- basic financial records
- communication models

Evidence Guide

Overview of assessment requirements	A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.

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Critical aspects of evidence to be considered	The demonstrated ability to: • undertake appropriate, detailed and thorough research to determine communication objectives using a range of techniques • develop a communication plan based on the analysis undertaken to provide a strategic direction for communications and promotions in a clear and unequivocal manner • manage the implementation of the communication plan within the organisation and unit/area • monitor, evaluate and review the communication plan and prepare a report that includes recommendations for adjustments
Context of assessment	Competency is demonstrated by performance of all stated criteria, with particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope of the Range Statement. Assessment must take account of the endorsed Assessment Guidelines in the Local Government Training Package. Assessment of the performance requirements in this unit should be undertaken in an actual workplace or simulated environment. Assessment should reinforce the integration of the key competencies for the particular AQF level. Refer to the key competency levels at the end of this unit.
Relationship to other units(prerequisite or co-requisite units)	To enable holistic assessment this unit may be assessed with other units that form part of the job role.
Method of assessment	The following assessment methods are suggested: • observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies • written and/or oral questioning to assess knowledge and understanding • completion of workplace documentation • third-party reports from experienced practitioners • completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor
Evidence required for demonstration of	Evidence should be collected over a set period of time that is sufficient to include dealings with an appropriate range and

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consistent performance	variety of situations.
Resource implications	The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Forms of communication may include:	• fliers, brochures and pamphlets • media products • press releases • posters • kits • public relations materials • invitations • presentations and demonstrations • audio and videotapes • electronic press hits • web sites • focus groups on relevant issues • community programs • guidance materials • descriptions • labels • signs
Promotions may include:	• films • multimedia products • seminars and workshops • public forums • special occasions and festivals • performances • open days • ceremonies
The communication plan may include:	• the rationale, aims, objectives and expected outcomes in financial and other terms • facilities and equipment needed • target audience • communication and promotion requirements

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	• time constraints • budget allocation • resources, including human resources • staff training
Key stakeholders may include:	• government and non-government organizations • community leaders • networks • staff and colleagues • board or committee of management • specialist organisation • media • partners or potential partners • senior management • technical specialists
Feedback mechanisms may include:	• surveying clients • informal discussion • focus groups

Unit Sector(s)

Administration

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MEM07001B Perform operational maintenance of machines/equipment

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers carrying out programmed safety and maintenance checks on machines/equipment.

Application of the Unit

Application of the unit	This unit mainly applies in a manufacturing setting, where routine programmed operational maintenance to machines/equipment is required. It is not intended to be used where higher level maintenance activities are performed. Machines/equipment range includes manual, semi-automatic and automatic machines of a stand-alone continuous production or process nature. This unit should not be selected when any of the following are selected: Unit MEM18055B (Dismantle, replace and assemble engineering components), Unit MEM18006C (Repair and fit engineering components), Unit MEM07005C (Perform general machining). **Band**: **A** **Unit Weight**: **2**

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Prerequisite units		
Path 1	MEM18001C	Use hand tools

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Undertake programmed safety and maintenance checks	1.1. Checks are undertaken safely and to prescribed procedure. 1.2. Status/report is recorded on proforma or reported orally.
2. Undertake programmed maintenance	2.1. Removal/replacement of consumable components is undertaken to prescribed procedure and instructions are followed. 2.2. Fluids and lubricants are replaced and/or topped up to prescribed schedule.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
Look for evidence that confirms skills in: • undertaking programmed safety and maintenance checks • undertaking programmed operational maintenance • entering routine and familiar information onto proformas and standard workplace forms • following routine information on written procedures • following oral instructions • orally reporting routine information
Required knowledge
Look for evidence that confirms knowledge of: • programmed maintenance and safety check procedures for the specified machine/equipment • recording/reporting requirements • safe work practices and procedures • hazards and control measures associated with operational maintenance of machines/equipment

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	A person who demonstrates competency in this unit must be able to perform operational maintenance of machines/equipment. Competency in this unit cannot be claimed until all prerequisites have been satisfied.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required

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EVIDENCE GUIDE	
	knowledge, and be capable of applying the competency in new and different situations and contexts.
Context of and specific resources for assessment	This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate. This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with operational maintenance of machines/equipment or other units requiring the exercise of the skills and knowledge covered by this unit.
Method of assessment	Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.
Guidance information for assessment	

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating

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RANGE STATEMENT	
conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Machines/equipment	Manual, semi-automatic and automatic machines of a stand-alone continuous production or process nature
Checks	Programmed safety and maintenance checks Adjustments of a limited nature including safety guards, stops, wear pads and tool holders, nipping up glands and adjustment of scrapers and aprons
Consumable components	Air filters, oil wipers, grease containers, tool tips, indicator globes, fluids and lubricants, guides and limit switch actuators

Unit Sector(s)

Unit sector	

Co-requisite units

Co-requisite units		

Competency field

Competency field	Machine and process operations

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MEM14086A Apply mechatronic engineering analysis techniques

Modification History

Release 1 - New unit. Replaces MEM14062A, but not equivalent.

Unit Descriptor

This unit of competency covers the skills needed to undertake a range of mechatronic analyses. The analyses may relate to design or contribution to the design of mechatronic devices or automated plant or be for other purposes, including fitness for purpose evaluations, installation and commissioning, system changes or improvements or other mechatronic engineering-related tasks. It includes application of mechanical, fluid, electrical and controller design and analytical techniques.

Application of the Unit

This unit applies to mechatronic analyses undertaken as part of a mechatronic engineering design or assessment of automated plant or devices for projects, system changes or improvements.

It is suitable for people working as mechatronic or automated system designers and draftspersons and those pursuing careers and qualifications in mechatronic, automation, maintenance or manufacturing engineering. The work may be undertaken individually or as part of a team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

MEM23004A	Apply technical mathematics
MEM23111A	Select electrical equipment and components for engineering applications
MEM23112A	Investigate electrical and electronic controllers in engineering applications
MEM14090A	Integrate mechatronic fundamentals into an engineering task

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element.

Elements and Performance Criteria

1	Investigate mechatronic analysis context and need	1.1	Review the context and negotiate parameters of the engineering design brief in consultation with stakeholders
		1.2	Identify relevant engineering scientific principles and required analysis techniques
		1.3	Investigate life cycle design and sustainability implications of mechatronic design or existing mechatronic systems, devices or equipment
		1.4	Determine specification, documentation and graphical techniques required for analysis
		1.5	Confirm work health and safety (WHS), regulatory requirements, codes of practice, standards, and risk management relevant to mechatronic analysis task
		1.6	Determine available sources for any required technical and professional assistance
2	Apply mechatronic analysis techniques	2.1	Plan, schedule and coordinate the analysis task
		2.2	Create adequate and accurate calculations, preliminary graphics and maintain design process records
		2.3	Evaluate multiple solutions against analysis criteria
		2.4	Integrate mechatronic techniques, hardware and software, including mechanical, fluid, electrical, electronic, controller and networking

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		2.5	Apply systems thinking, problem solving and decision making
		2.6	Incorporate professional and technical assistance, as required
		2.7	Apply specification, documentation and graphical techniques modelling, mock-up or prototyping techniques, where required, to achieve or test solution
3	Report results	3.1	Record results of analysis
		3.2	Provide documentation such as calculations, specifications, diagrams, computer-aided design (CAD) files, control circuits and controller programs, mock-ups or prototypes

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- communicating and negotiating with stakeholders and team
- determining or confirming relevance of mechatronic scientific principles and analysis techniques, including principles of:
  - mechanical
  - fluid power
  - fluid dynamics
  - thermodynamics
  - electrical and electronic fundamentals
  - controller and system control and data acquisition (SCADA) or distributed control systems (DCS) programming
  - engineering materials, properties and processes
  - techniques for integration of mechanical, fluid, electrical, electronic, controller and networking elements
- evaluating relevance of WHS, and regulatory requirements, standards and codes of practice
- evaluating multiple solutions against design criteria, risk, sustainability and cost factors

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- applying life cycle design and sustainability parameters to analysis task
- planning, scheduling and coordinating the mechatronic analysis task
- solving problems and making decisions with systems thinking approach for contingencies and constraints, and continuous improvement
- integration of hardware and software and mechatronic techniques, such as mechanical, fluid, electrical, electronic, controller and networking
- specifying, documenting and applying graphical techniques, including modelling
- undertaking or supervising mock-up or prototyping techniques, where required, to achieve solution
- creating and maintaining adequate and accurate calculations and analysis process records
- reporting and documenting, results of investigations, application of principles and techniques, calculations, specifications, diagrams, CAD files, mock-ups or prototypes of designs

Required knowledge

Required knowledge includes:

- implications of life cycle design, fitness for purpose evaluation and sustainability for mechatronic analysis process
- mechatronic analysis processes and techniques to investigate, synthesise and develop proposals, evaluate feasibility against design criteria, and review and revise in consultation with stakeholders, team or support functional group
- common model, mock-up and prototyping techniques relevant to mechatronic engineering
- systems thinking, problem solving and decision making, and continuous improvement methods
- WHS and regulatory requirements, codes of practice, standards, risk management and registration requirements with particular emphasis on automation safety requirements
- sources of professional and technical assistance
- procedures for planning, scheduling and coordination of analysis
- hardware requirements of typical mechatronic or automation applications
- engineering mechatronic scientific principles and techniques required for analysis tasks:
  - mechanical
  - fluid power
  - fluid dynamics
  - thermodynamics
  - electrical and electronic fundamentals
  - controller and SCADA or DCS programming
  - engineering materials, properties and processes
  - techniques for integration of mechanical, fluid, electrical, electronic, controller and networking elements
- mechatronic analysis calculations techniques
- software for product planning and design, such as CAD, circuit design, controller

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programming and project management
- required documentation prototyping options, including mock-ups, physical and virtual modelling and rapid prototyping

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	A person who demonstrates competency in this unit must be able to apply mechatronic design techniques consistent with a design brief information, relevant standards and conventions.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors must be satisfied that the candidate can competently and consistently: • communicate, negotiate and review design brief with stakeholders and team or support functional group • determine or confirm relevant scientific principles and analysis techniques, WHS and regulatory requirements • evaluate multiple solutions • investigate life cycle design and sustainability • plan, schedule and coordinate the design task • integrate mechatronic techniques, hardware and software • solve problems and make decisions with systems thinking for contingencies and constraints, and continuous improvement • define analysis, specify and document and apply graphical techniques, modelling, mock-up or prototyping techniques • create and maintain adequate and accurate calculations and design process records • report and document results and processes.
Context of and specific resources for assessment	• This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, then a simulated working environment must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. • Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability. • Access must be provided to appropriate learning and/or assessment support when required. Where applicable, physical

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	resources should include equipment modified for people with disabilities.
Method of assessment	• Assessment must satisfy the endorsed Assessment Guidelines of the MEM05 Metal and Engineering Training Package. • Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with application of underpinning knowledge. • Assessment methods must be by direct observation of tasks and include questioning on underpinning knowledge to ensure correct interpretation and application. • Assessment may be applied under project-related conditions (real or simulated) and require evidence of process. • Assessment must confirm a reasonable inference that competency is not only able to be satisfied under the particular circumstance, but is able to be transferred to other circumstances. • Assessment may be in conjunction with assessment of other units of competency where required.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Mechatronic engineering analysis	Mechatronic engineering analysis may be required for a variety of reasons, including: • design of automated devices and plant • design or evaluation of significant modifications, process changes or improvements • sustainability issues relevant to plant, equipment or processes • fitness for purpose evaluation • installation and commissioning of plant and equipment
Planning processes	Planning processes may include: • establishing design parameters and design criteria

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	• contributing to the negotiation and advice process • preliminary planning, design investigations and costing • identifying design, development, prototyping activities and skills requirements • planning and scheduling design activities • improving, adjusting and rescheduling as required by emergency contingencies and constraints
Analysis process	Designing as a systematic process includes: • establish design parameters and criteria • research, measurement, experimentation and investigation • generating ideas • synthesis, problem solving and decision making, and addressing constraints • apply scientific principles, calculation and graphics, prototyping and mock-up techniques • evaluating solutions against design criteria • consultation, adjustments and agreement • finalise design and sign-off
Analysis criteria	Analysis includes relevant technical criteria and may also include criteria relating to: • function • aesthetics • manufacturability and maintainability • marketability • sustainability • cost constraints • ergonomics and anthropometrics and physiology • manufacturability, maintainability • facilities, plant and skills available • safety and risk
Sustainability	Sustainability is used to mean the entire sustainable performance of the organisation/plant, including: • meeting all regulatory requirements • conforming to all industry covenants, protocols and best practice guides • minimising ecological and environmental footprint of process, plant and product • maximising economic benefit of process plant and product to the organisation and the community • minimising the negative WHS impact on employees, community and customer

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Life cycle assessment	Life cycle analysis can be used to improve sustainability of products and services. It may be applied to: • all aspects of manufacture of a single product • the entire operations of an organisation • a particular aspect of operations, such as environmental implications
Prototyping	Prototyping may include: • mock-ups, physical and virtual modelling with post-processing for computer numeric control (CNC) and rapid prototyping

Appropriate licensed technical and professional assistance	Appropriate licensed technical and professional assistance may include:
	• technical support and advice relating to elements which have intrinsic dangers, such as:
	  • high pressure
	  • energised fluid vessels
	  • high temperatures and heat energy capacity
	  • wiring with high current control voltages above extra low voltage
	• professional support for technologies, such as:
	  • specialist electric motor drives and controllers
	  • specialist materials, plastics, metal alloys and nano materials
	  • special processes, foundry, alloy welding, heat treatment, sealing and fastening

WHS, regulatory requirements and enterprise procedures	WHS, regulatory requirements and enterprise procedures may include: • WHS Acts and regulations • relevant standards • codes of practice from Australian and overseas engineering and technical associations and societies • risk assessments • registration requirements • safe work practices • state and territory regulatory requirements
Standards and codes	Standards and codes refer to all relevant Australian and international standards and codes applicable to a particular mechatronic analysis task
Systems thinking	Systems thinking refers to the conduct of engineering work in a manner that demonstrates knowledge of how the interaction of different technical systems on equipment, machinery or structures, as well as the skills and techniques of personnel, combine to perform or

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	support engineering-related operations, processes or projects. It embraces determining or establishing how the function of each technical system or component, as well as the skills and techniques of personnel, effects or potentially may effect outcomes. Systems should be interpreted broadly within the context of the organisation and depending on the project or operation can include equipment, related facilities, material, software, internal services and personnel, and other organisations in the value chain
Automation safety	Automation safetyrefers to the reliance on emergency stop, failsafe design, redundancy, interlocks and data integrity. Standards apply to general plant design and use as well as the 'functional safety of safety-related electrical, electronic and programmable electronic control systems'
Mechatronic hardware	Mechatronic hardware may include: • mechanical, fluid and electric actuators • power transmission devices • pipes, conduits wires, fittings and connectors • controllers • power interfaces • signal conditioning interfaces
Documentation	Documentation includes: • documented calculations • specifications • CAD files • risk analysis • sustainability and life cycle assessments

Unit Sector(s)

Competency field

Unit sector Planning

Custom Content Section

Not applicable.

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MEM14088A Apply maintenance engineering techniques to equipment and component repairs and modifications

Modification History

Release 1 (MEM05v9).

Unit Descriptor

This unit of competency covers the skills needed to apply maintenance engineering techniques to equipment or component modification or repair. It includes decision making on the need for repair, replacement or modification and design of any repair or modification. The unit covers maintenance techniques for repair and modification of mechanical, fluid and electrical plant, and facilities in accordance with procedures, work health and safety (WHS) and legislative requirements, and risk management procedures. Documentation of the repair or modification process includes calculations, specifications, computer-aided design (CAD) files, risk analysis, sustainability and life cycle assessments.

Application of the Unit

This unit applies to maintenance-related work where a technical evaluation must occur on whether to repair, replace or modify equipment or components and where engineering design techniques are applied where repair or modification is required. The unit applies across all engineering disciplines and would normally be selected in conjunction with appropriate technical units for the equipment or components being considered for maintenance.

The unit includes reviewing condition analysis and non-destructive test (NDT) reports. However, the conduct of condition analysis and NDT tests is covered by the relevant specialist technical units.

Where an organisation or whole of plant maintenance management systems is being reviewed or considered for change the unit MEM23125A Evaluate maintenance systems, should be selected.

The unit is suitable for people working at a technician level in maintenance-related design drafting or in maintenance-related supervision or management.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

MEM14092A Integrate maintenance fundamentals into an engineering task

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element.

Elements and Performance Criteria

1	Investigate requirements of equipment or component maintenance task	1.1	Review the context and parameters of the maintenance task in consultation with stakeholders
		1.2	Review equipment or component original design and any subsequent modifications and repairs
		1.3	Review current performance specifications
		1.4	Determine engineering scientific principles and design techniques required for equipment or component maintenance
2	Investigate alternatives of repair, replacement or modification	2.1	Review preventative maintenance system requirements or defect/failure details to determine if replacement is required
		2.2	Review equipment or component condition analysis reports, including the results of any required NDT
		2.3	Review maintenance repair techniques and processes, standard parts, labour and skill requirements
		2.4	Consider life cycle design and sustainability implications of maintenance design and maintenance

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			activities
		2.5	Determine specification, documentation and graphical techniques required to define designs
		2.6	Confirm WHS and regulatory requirements, codes of practice, standards, risk management and registration requirements relevant to repair and modification design projects
		2.7	Assess the need for technical and professional assistance
		2.8	Consider software options for repair and modification design, such as computer-aided design (CAD), stress analysis and project management software
		2.9	Decide if repair, replacement or modification is appropriate and seek any necessary approvals
3	Apply repair and modification design techniques	3.1	Plan, schedule and coordinate the repair or modification design task
		3.2	Apply the design process and scientific principles to repair and modification design proposals
		3.3	Determine materials, components, maintenance processes, equipment and tools required to implement design
		3.4	Create adequate and accurate calculations, preliminary graphics and maintain design process records, including use of software, as appropriate
		3.5	Assess repair and modification designs against design criteria
		3.6	Apply systems thinking to problem solving and decision making techniques in dealing with contingencies and constraints for continuous improvement and development of design options
		3.7	Incorporate professional and technical assistance, as required
		3.8	Use specification, documentation and graphical techniques, modelling, mock-up or prototyping techniques, as appropriate, to define repair or modification

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4	Report results	4.1	Record results of investigations, application and development of repair and modification design
		4.2	Provide appropriate documentation, such as calculations, specifications, diagrams, CAD files, mock-ups or prototypes

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- determining or confirming scientific principles and maintenance design techniques, WHS and regulatory requirements, and design specification requirements required to meet maintenance brief
- evaluating multiple solutions, materials and components, maintenance repair processes and techniques, standard parts, skill requirements, equipment and tools
- investigating life cycle design and sustainability, technical and professional assistance alternatives for repair, replacement or improvement, and software options for maintenance planning and design
- planning, scheduling and coordinating the maintenance task
- applying design process and scientific principles to component and hardware selection and design proposals
- solving problems and making decisions with systems thinking for contingencies and constraints, and continuous improvement
- defining designs, specifying and documenting and applying graphical techniques, modelling, mock-up or prototyping techniques
- creating and maintaining adequate and accurate calculations and design process records
- reporting and documenting results of investigations, application of principles and techniques, calculations, specifications, diagrams, CAD files, mock-ups or prototypes of designs

Required knowledge

Required knowledge includes:

- sustainability implications of maintenance processes, materials and products, including consideration of life cycle analysis
- design processes and techniques

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- concurrent engineering techniques, systems thinking, problem solving and decision making, and continuous improvement methods
- WHS Acts and regulations, codes of practice, standards, registration and risk assessment for design, maintenance and prototyping activities
- procedures for planning, scheduling and coordination of maintenance design
- typical maintenance criteria, such as:
  - strength and servicability of repairs compared to original
  - function and aesthetics
  - maintainability and manufacturability
  - preventative maintenance evaluatuion criteria, such as mean time between failure (MBTF) and failure mode effects analysis (FMEA)
  - required quality, cost and sustainability
- design calculations techniques
- typical maintenance design requirements of various industries
- typical repairs, parts, skills and maintenance processes
- hardware specifications and catalogues
- typical maintenance plant, equipment and tools
- plant condition and maintenance assessment techniques
- typical maintenance techniques and technologies for monitoring, preventative maintenance, online and breakdown maintenance, disassembly, repair, reassembly and recommission
- design calculations layout and documentation for design checking and maintenance records
- design process documentation and reports, including specifications and CAD graphics
- software for maintenance planning and repair and modification design, including CAD and stress analysis software
- software and systems, such as system control and data acquisition (SCADA) and distributed control systems (DCS) for maintenance control and information distribution
- developments in repair and modification design
- options for mock-up, modelling and prototyping

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	A person who demonstrates competency in this unit must be able to apply repair and modification techniques consistent with a

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	design brief information, relevant standards and conventions.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors must be satisfied that the candidate can competently and consistently: • communicate, negotiate and review maintenance brief with stakeholders • determine or confirm scientific principles and design techniques, WHS and regulatory requirements, and design specification requirements • evaluate multiple solutions • investigate life cycle design, sustainability, technical and professional assistance required, and maintenance alternatives for repairs and modifications • plan, schedule and coordinate the maintenance task • solve problems and make decisions with systems thinking for contingencies and constraints, and continuous improvement • define designs, specify and document and apply graphical techniques, modelling, mock-up or prototyping techniques • select components and hardware • create and maintain adequate and accurate calculations and design process records • report and document results and processes.
Context of and specific resources for assessment	• This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.
Method of assessment	• Assessment must satisfy the endorsed Assessment Guidelines of the MEM05 Metal and Engineering Training Package. • Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with application of underpinning knowledge. • Assessment methods must be by direct observation of tasks and include questioning on underpinning knowledge to ensure correct interpretation and application. • Assessment may be applied under project-related conditions

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	(real or simulated) and require evidence of process. • Assessment must confirm a reasonable inference that competency is not only able to be satisfied under the particular circumstance, but is able to be transferred to other circumstances. • Assessment may be in conjunction with assessment of other units of competency where required.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Maintenance repair and modification requirements	Maintenance repair and modification requirements may include: • scheduled maintenance required under the maintenance management system • unscheduled maintenance as a result of system/component failure • repairs to restore systems/components to operation • modifications to improve system/component reliability or maintainability • maintenance schedule change or equipment or component modification required because of a change in equipment performance requirements (e.g. changed production or product design) • competitive market pressure and ‘lean maintenance’ • changes in available maintenance technology • resources supply (e.g. materials, labour and skills) • introduction or changes to asset technologies (e.g. mechanical, fluid, electrical, electronic and system control) • sustainability relevant to repair and modification design tasks • WHS, risk and applicable standards and code requirements

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Planning processes	Planning processes may include: • establishing maintenance parameters and design criteria • contributing to the negotiation and advice process • preliminary planning, investigations and costing • identifying design, development, prototyping activities and skills requirements • planning and scheduling design activities • improving, adjusting and rescheduling as required by emergency contingencies and constraints
Design process	Where equipment or component repair or modification design is required the design process includes: • establish design parameters and criteria • research, measurement, experimentation and investigation • generating ideas • synthesis, problem solving and decision making, and addressing constraints • apply scientific principles, calculation and graphics, prototyping and mock-up techniques if required • selection of components and hardware • evaluating solutions against design criteria • consultation, adjustments and agreement • finalise design and sign-off
Design criteria	Design criteria may include: • function and fit for purpose • aesthetics • manufacturability and maintainability • sustainability • cost constraints • ergonomics and anthropometrics and physiology • facilities, plant, services and skills available • WHS and risk
Sustainability	Sustainability is used to mean the entire sustainable performance of the organisation/plant, including: • meeting all regulatory requirements • conforming to all industry covenants, protocols and best practice guides

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	• minimising ecological and environmental footprint of process, plant and product • maximising economic benefit of process plant and product to the organisation and the community • minimising the negative WHS impact on employees, community and customer
Life cycle assessment	Life cycle analysis can be used to improve sustainability of repaired or modified equipment or components. It may be applied to all aspects of the repair or modification process

Appropriate licensed technical and professional assistance	Appropriate licensed technical and professional assistance may include:
	• technical support and advice relating to elements which have intrinsic dangers, such as:
	  • high pressure
	  • energised fluid vessels
	  • high temperatures and heat energy capacity
	  • wiring with high current control voltages above extra low voltage
	• professional support for technologies, such as:
	  • specialist electric motor drives and controllers
	  • specialist materials, plastics, metal alloys and nano materials
	  • special processes, foundry, alloy welding, heat treatment, sealing and fastening

WHS, regulatory requirements and enterprise procedures	WHS, regulatory requirements and enterprise procedures may include: • WHS Acts and regulations • relevant standards • codes of practice from Australian and overseas engineering and technical associations and societies • risk assessments • registration requirements • safe work practices • state and territory regulatory requirements applying to electrical work
Standards and codes	Standards and codes refer to all relevant Australian and international standards and codes applicable to a particular maintenance repair and

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	modification design task
Prototyping	Prototyping may include: • mock-ups, physical and virtual modelling with post-processing for computer numeric control (CNC) and rapid prototyping
Systems thinking	Systems thinking refers to the conduct of engineering work in a manner that demonstrates knowledge of how the interaction of different technical systems on equipment, machinery or structures, as well as the skills and techniques of personnel, combine to perform or support engineering-related operations, processes or projects. It embraces determining or establishing how the function of each technical system or component, as well as the skills and techniques of personnel, effects or potentially may effect, outcomes. Systems should be interpreted broadly within the context of the organisation and depending on the project or operation can include equipment, related facilities, material, software, internal services and personnel, and other organisations in the value chain

Unit Sector(s)

Competency field

Unit sector Planning

Custom Content Section

Not applicable.

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MEM15002A Apply quality systems

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers working within a quality improvement system, either individually or in a team situation.

Application of the Unit

Application of the unit	This unit is applicable for any work within a quality improvement system in a manufacturing, engineering or related environment. The definition of customer is wide and applies to the next person or organisation receiving the product or service. Application may include quality inspection of own or other employee's work up to the level of the employee's technical competence. **Band**: **A** **Unit Weight**: **2**

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work within a quality system	1.1. Instructions and procedures are followed and duties are performed in accordance with requirements of quality improvement system. 1.2. Conformance to specifications is ensured. 1.3. Defects are detected and reported according to standard operating procedures. 1.4. Performance of operation or quality of product or service is monitored to ensure customer satisfaction.
2. Engage in quality improvement	2.1. Current performance is assessed. 2.2. Established performance measures are identified. 2.3. Specifications and standard operating procedures are identified. 2.4. Defects are detected and reported according to standard operating procedures. 2.5. Process improvement procedures are participated in. 2.6. The improvement of internal/external customer/supplier relationships is participated in. 2.7. Performance of operation or quality of product or service is monitored to ensure customer satisfaction.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Look for evidence that confirms skills in:

- reading, interpreting and following information on written job sheets, instructions, standard operating procedures and drawings
- checking and clarifying task-related information
- entering information onto workplace documents
- checking for conformance to specifications
- identifying duties of the individual within the quality improvement system
- identifying customers' requirements with respect to the operation or quality of the product or service
- reporting where appropriate, defects detected
- carrying out work in accordance with the process improvement procedures
- carrying out work in a manner consistent with the improvement of customer/supplier relationships
- performing numerical operations, geometry and calculations/formulae within the scope of this unit

Required knowledge

Look for evidence that confirms knowledge of:

- quality system terminology and concepts, e.g.
  - quality assurance - planning to meet customers' requirements
  - quality control - checks and procedures to ensure customer requirements are met
  - quality inspection - inspecting and testing products and services
  - total quality control - a company-wide approach that combines both quality assurance and quality control so that the customer is always satisfied
- commonly accepted meaning/s of the terms quality and quality system
- the reasons for following the requirements of the quality improvement system
- strategies and approaches for working within a quality system
- procedures to be followed in undertaking the work
- specifications to which the individual's work is to comply
- reasons for ensuring work conforms to specification
- benefits of good quality:

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REQUIRED SKILLS AND KNOWLEDGE
• quality products • reduced costs • customer confidence, satisfaction and loyalty • good reputation • job satisfaction • solving problems • increased competitiveness • keeping up with technology • costs and consequences of poor quality e.g. • lost customers • accidents • wastage • lost time • low morale • conflict • procedures for reporting defects • examples of common defects • quality improvement procedures • four steps of the quality cycle: plan, do, check, act • reasons for following process improvement procedures • examples of ways in which customer/supplier relationships can be improved • benefits of good customer/supplier relationship • hazards and control measures associated with applying quality procedures, including housekeeping • safe work practices and procedures

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	A person who demonstrates competency in this unit must be able to apply quality systems.
Critical aspects for assessment and	Assessors must be satisfied that the candidate can

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EVIDENCE GUIDE	
evidence required to demonstrate competency in this unit	competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.
Context of and specific resources for assessment	This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate. This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with applying quality systems or other units requiring the exercise of the skills and knowledge covered by this unit.
Method of assessment	Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning should not require language, literacy and numeracy skills beyond those required in this unit. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.
Guidance information for assessment	

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

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RANGE STATEMENT	
wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Quality improvement system	A system comprising some or all of the following elements: • quality assurance • quality control • quality inspection • quality improvement • total quality control
Customer	The next person or organisation receiving the production or service

Unit Sector(s)

Unit sector	

Co-requisite units

Co-requisite units		

Competency field

Competency field	Quality

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MEM15011B Exercise external quality assurance

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers liaising with external suppliers, checking for conformance to specifications, assessing the external suppliers and evaluating their goods and/or services.

Application of the Unit

Application of the unit	This unit applies to evaluating and communicating with a wide range of supplier enterprises to ensure that purchased supplies meet quality standards and that adequate documents are prepared and maintained to standard operating procedures. **Band**: **B** **Unit Weight**: **6**

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		
Path 1	MEM15004B	Perform inspection
	MEM15005B	Select and control inspection processes and procedures

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Liaise with external suppliers	1.1. The exact quality requirements are communicated to suppliers. 1.2. Quality assurance system is negotiated and agreed. 1.3. Verification method and systems and procedures for dispute settlement are established and agreed. 1.4. Recording system of procured products or services which ensures traceability is established.
2. Check for conformance to specifications	2.1. The requirements of all relevant documentation including contract specifications, drawings and purchase orders are obtained and understood. 2.2. The conformance of the procured product or service to all of the documented requirements is established.
3. Assess external suppliers	3.1. Assessment and evaluation of suppliers' capability and/or quality system are conducted. 3.2. Suppliers' goods or services are evaluated.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Look for evidence that confirms skills in:

- communicating quality requirements to the supplier
- negotiating quality assurance system
- implementing system for recording and tracing products or services procured
- obtaining and interpreting relevant drawings, specifications, documentation etc.
- checking products/materials or services provided for conformance to documented requirements/ specifications
- assessing supplier capability to provide the required product/material or service
- evaluating supplier quality systems
- evaluating supplier goods or services
- using communication and conflict resolution

Required knowledge

Look for evidence that confirms knowledge of:

- the exact quality requirements of the product/material to be supplied
- the procedures to be followed to ensure the supplier understands the quality requirements
- the requirements of a quality assurance system to ensure the supplied product/material conforms to the quality requirements
- the procedures for negotiating agreements with suppliers
- the procedures for verifying that the agreed quality assurance system is being utilised by the supplier
- techniques for dispute resolution
- the procedures for recording procured products or services
- the means of tracing procured products or services
- the reasons for tracing procured products or services
- the specifications of the product/material to be supplied or service to be provided
- any variations from documented requirements/ specifications
- the procedures for assessing/evaluating a supplier's capability to supply the required product/material or service
- the procedures for evaluating a supplier's quality system
- the procedures for evaluating a supplier's goods or services
- any equipment and techniques required to carry out the evaluation procedures
- hazards and control measures within the scope of this unit
- use and application of personal protective equipment

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REQUIRED SKILLS AND KNOWLEDGE
• safe work practices and procedures

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	A person who demonstrates competency in this unit must be able to exercise external quality assurance. Competency in this unit cannot be claimed until all prerequisites have been satisfied.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.
Context of and specific resources for assessment	This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate. This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with exercising external quality assurance or other units requiring the exercise of the skills and knowledge covered by this unit.
Method of assessment	Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not

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EVIDENCE GUIDE	
	require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.
Guidance information for assessment	

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Quality assurance system	ISO 9000 procedures, Six Sigma procedures, sampling plans of all kinds etc.
Traceability	Unique identification of individual product or batches as appropriate
Assessment and evaluation	Vendor rating procedures, design reviews, audit reports, site surveillance reports, failure reports and concession applications etc.

Unit Sector(s)

Unit sector	

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Co-requisite units

Co-requisite units		

Competency field

Competency field	Quality

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MEM18001C Use hand tools

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers using a range of hand tools for a variety of general engineering applications.

Application of the Unit

Application of the unit	Applications may include hand tools used for adjusting, dismantling, assembling and finishing of items or components, and the finishing, cutting, scraping of metallic and non-metallic material to size and shape. This includes simple tapping and threading and routine maintenance of hand tools. This unit should not be selected if the hand tool is dedicated to a single operation or machine and if only a machine specific/customised tool is used. When using hand held power tools or power tools used for hand held operations, refer to Unit MEM18002B (Use power tools/hand held operations). **Band**: **A** **Unit Weight**: **2**

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Use hand tools	1.1. Hand tools are selected appropriate to the task requirements. 1.2. Hand tools are used to produce desired outcomes to job specifications which may include finish, tension, size or shape. 1.3. All safety requirements are adhered to before, during and after use. 1.4. Unsafe or faulty tools are identified and marked for repair according to designated procedures before, during and after use. 1.5. Routine maintenance of tools, including hand sharpening is undertaken according to standard

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ELEMENT	PERFORMANCE CRITERIA
	operational procedures, principles and techniques. 1.6. Hand tools are stored safely in appropriate location according to standard operational procedures and manufacturers' recommendations.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
Look for evidence that confirms skills in: • reading and following information on standard operating procedures • following verbal instructions • selecting hand tools appropriate to the task • using hand tools safely • identifying hand tool defects and marking for repair • maintaining/sharpening hand tools using appropriate techniques • storing hand tools in accordance with manufacturers'/standard operating procedures
Required knowledge
Look for evidence that confirms knowledge of: • applications of different hand tools in a general engineering context • common faults and/or defects in hand tools • procedures for marking unsafe or faulty tools for repair • routine maintenance requirements for a range of hand tools • storage location and procedures for a range of hand tools • hazards and control measures associated with using hand tools • use and application of personal protective equipment • safe work practices and procedures

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	A person who demonstrates competency in this unit must be able to use hand tools for a range of general engineering applications.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.
Context of and specific resources for assessment	This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate. This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with using hand tools or other units requiring the exercise of the skills and knowledge covered by this unit.
Method of assessment	Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.
Guidance information for assessment	

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Hand tools	Hacksaws, hammers, punches, screwdrivers, sockets, wrenches, scrapers, chisels, gouges, wood planes and files of all cross-sectional shapes and types
Job specifications	Finish, tension, size or shape etc.
Routine maintenance	Cleaning, lubricating, tightening, simple tool repairs, hand sharpening and adjustments using engineering principles, tools, equipment and procedures

Unit Sector(s)

Unit sector	

Co-requisite units

Co-requisite units		

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Competency field

Competency field	Maintenance and diagnostics

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MEM18002B Use power tools/hand held operations

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers using a range of hand held power tools and fixed power tools for hand held operations for a variety of general engineering applications.

Application of the Unit

Application of the unit	This unit applies to loosening and fastening items or components and shaping, finishing, cutting, grinding metallic and non-metallic materials and/or tool bits to size and shape. This unit should not be selected if the power tools used are dedicated to an operation or machine, e.g. nut-runner, air drill, power driver, etc. For using hand tools, see Unit MEM18001C (Use hand tools). **Band**: **A** **Unit Weight**: **2**

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units	

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Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Use power tools	1.1. Power tools are selected appropriate to the task requirements. 1.2. Power tools are used for a determined sequence of operations - which may include clamping, alignment and adjustment to produce desired outcomes - to job specifications which may include finish, size or shape. 1.3. All safety requirements are adhered to before, during and after use. 1.4. Unsafe or faulty tools are identified and marked for repair before, during and after use according to designated procedures. 1.5. Operational maintenance of tools, including hand sharpening, is undertaken according to standard

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ELEMENT	PERFORMANCE CRITERIA
	workplace procedures, principles and techniques. 1.6. Power tools are stored safely in appropriate location according to standard workshop procedures and manufacturers' recommendations.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
Look for evidence that confirms skills in: • reading and following information on standard operating procedures • following verbal instructions • selecting power tools appropriate to the task • using power tools safely • using clamping/securing devices • identifying power tool defects • maintaining power tools using appropriate techniques • sharpening tools/tool bits within the scope of this unit • storing power tools according to manufacturers'/ standard operating procedures.
Required knowledge
Look for evidence that confirms knowledge of: • application of different power tools • clamping/securing methods • adjustments/alignments to a range of power tools • common faults and/or defects in power tools • procedures for marking unsafe or faulty power tools for repair • routine maintenance requirements of a range of power tools • tool sharpening techniques for a range of power tools • storage location and procedures of a range of power tools • hazards/control measures associated with power tools • use and application of personal protective equipment • safe work practices and procedures

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	A person who demonstrates competency in this unit must be able to use power tools/hand held operations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.
Context of and specific resources for assessment	This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate. This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with using power tools/hand held operations or other units requiring the exercise of the skills and knowledge covered by this unit.
Method of assessment	Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning should not require language, literacy and numeracy skills beyond those required in this unit. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

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EVIDENCE GUIDE	
Guidance information for assessment	

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Power tools	Electric or pneumatic/hydraulic drills, grinders, jigsaws, nibblers, cutting saws, sanders, planers, routers, pedestal drills and pedestal grinders
Clamping	Multigrips, vices, jigs and fixtures, clamps etc.
Job specifications	Finish, size or shape etc.
Operational maintenance	Hand sharpening, cleaning, lubricating, tightening Simple tool repairs and adjustments using engineering principles, tools, equipment and procedures to statutory and regulatory requirements

Unit Sector(s)

Unit sector	

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Co-requisite units

Co-requisite units		

Competency field

Competency field	Maintenance and diagnostics

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MEM50009B Safely operate a mechanically powered recreational boat

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers safely handling/operating a powered recreational boat on coastal and inland waters. It includes manoeuvring and handling the boat as well as safe navigation and anchoring. This unit was developed by the National Marine Safety Committee (NMSC).

Application of the Unit

Application of the unit	This unit is one of three core competencies that have been adopted by all government marine safety authorities to contribute to and promote the safe use of waterways and awareness of boating safety. The unit applies specifically to mechanical powered recreational boats including personal watercraft. However, it is recognised that some aspects of this competency apply to any recreational vessel. All work and work practices are undertaken to regulatory and legislative requirements. Unit MEM50008B (Carry out trip preparation and planning) and Unit MEM50010B (Respond to boating emergencies and incidents) are the other two NMSC core units. **Band**: **A** **Unit Weight**: **2**

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Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Manoeuvre and handle the boat	1.1. A pre-start check is undertaken. 1.2. Motor is prepared and started. 1.3. Boat is manoeuvred safely according to conditions and in accordance with water traffic regulations. 1.4. Performance of the boat and personnel is monitored at all times. 1.5. Impact of boat use on others and the environment is considered.

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ELEMENT	PERFORMANCE CRITERIA
	1.6. Safety equipment is used, stowed and, if required, worn in accordance with legislation and recognised regulations and rules.
2. Navigate safely	2.1. Aids to small craft navigation are identified. 2.2. Collision avoidance techniques are applied when required in accordance with relevant legislation, recognised regulations and rules. 2.3. Operation of the boat is carried out at all times in accordance with relevant legislation, recognised regulations and rules. 2.4. Navigational aids and landmarks are used to determine and monitor boat position. 2.5. Hazards and conditions are taken into account in navigating the boat.
3. Anchor the boat	3.1. Anchorage site is selected in accordance with prevailing and forecast conditions and in accordance with legislation. 3.2. Type of anchor used is suitable for location. 3.3. Anchor is lowered, set and monitored according to prevailing conditions. 3.4. Anchor is retrieved and securely stowed.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
Look for evidence that confirms skills in: • adequately preparing and checking • manoeuvring and handling a boat safely and accurately • monitoring performance and being aware • navigating safely and taking hazards into account • anchoring techniques
Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE
Look for evidence that confirms knowledge of: • boating and other relevant legislation, rules and regulations • legislative requirements regarding the use of safety equipment • area of activity hazards and prevailing conditions • boating information resources • environmental awareness

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	A person who demonstrates competency in this unit must be able to safely handle/operate a powered recreational boat on coastal and inland waters, including basic navigation and anchoring.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.
Context of and specific resources for assessment	This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate. This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling associated with a marine environment, or other units requiring the exercise of the skills and knowledge covered by this unit.

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EVIDENCE GUIDE	
Method of assessment	Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifi-cations, codes, standards, manuals and reference materials.
Guidance information for assessment	

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Pre-start check	Pre-start check may include: • fuel is connected • battery is charged and connected • kill switch • fumes, petrol • fuel and water leaks • hatches/windows/doors are open • ventilation • sea-cock opening • loose gear is secured • marine radio is turned on and radio aerials raised • bilge water levels checked

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RANGE STATEMENT	
	• navigation lights

Manoeuvred safely according to conditions	• Manoeuvring conditions may include:
	  • from or to a ramp, pontoon, wharf, mooring, anchor, confined areas such as narrow channels, marinas, moorings, obstructions
	  • sea-states such as bars, waves, rips, high seas, tidal surges, choppy conditions, wakes
	  • low speed/high speed
	  • poor visibility
	  • effect of wind
	  • large vessels
	• Safe manoeuvring may include:
	  • steer straight line
	  • astern
	  • figure-eight
	  • right of way
	  • port-starboard
	  • throttle control
	  • emergency stop
	  • trim and stability of vessel
	  • towing or being towed
	  • berthing
	  • standing-on/stemming the tide
	  • retrieval of person overboard

Monitored	Monitoring may include: • cooling system • bilge • portholes and hatches • location and welfare of persons on board • oil, fuel and water • radio • position of boat • other water users • battery and electrical systems
Environment	Impact of boat use on others/environment may include: • noise • wake

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RANGE STATEMENT	
	• safety of others • disturbance or injury to wildlife • disposal of waste and bilge water • effects of detergent and anti-foul • fuelling arrangements
Aids to small craft navigation	Aids to navigation may include: • IALA Buoyage System 'A' • charts • compasses • GPS • sounder • tide tables • passage plan • marine references • notices to mariners • radio navigational warnings

Relevant legislation, **recognised regulations and rules**	• Collision regulations such as:
	  • navigating in narrow channels
	  • giving way to other vessels
	  • overtaking, proper lookout
	  • sound signals
	  • lights and shapes
	  • responsibilities and duty of care
	  • use of buoyage system
	  • speed
	  • recognition of lights and markers
	  • rules of road
	  • recognition of operation areas
	  • specific activity rules, e.g. PWCs, water skis, equipment requirements
	  • accident/incident reporting
	• Marine regulations such as:
	  • safety regulations
	  • licensing and registration
	  • speed limit restrictions
	  • distance off requirements
	  • port limits/rules
	  • marine incident reporting

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RANGE STATEMENT	
	• carrying capacity • drug and alcohol limits/effects • age of operators • Environmental and wildlife regulations as relevant and applicable to the operation of boats
Hazards and conditions	Hazards and conditions may include: • weather • set and drift • effect of wind, tide and currents • submerged objects • other boats and wash • restricted waters • crossing bars
Type of anchor	• Types of anchor may include: • Danforth • Grapnel/Reef • Bruce • Plough • Admiralty • Sarca • sea anchor • Anchoring systems may include: • multiple anchors • bow and stern anchors • mooring buoy

Unit Sector(s)

Unit sector	

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Co-requisite units

Co-requisite units		

Competency field

Competency field	Boating services

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MSACMS401A Ensure process improvements are sustained

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the knowledge and skills needed to ensure that the gains which have been made by using improved methods, processes and equipment are sustained as the new base line/standard to the team's area of work and so prevent regression to former practices, or digression to less efficient practices.

Application of the Unit

Application of the unit	This unit applies to an environment where continuous improvement in a manufacturing enterprise is being undertaken. The team leader or other responsible person then facilitates and implements methods of ensuring that these improvements are sustained. Improvement initiatives can be made by any of any number of methods and by teams or individuals. The unit assumes that desired levels of performance or quality are known. The unit covers ensuring that team members implement the modified processes to ensure the improvements are sustained and opportunities taken to suggest further improvements. This unit requires the application of skills associated with problem solving, initiative and enterprise, planning and organising in order to check and monitor the impacts of change. It also requires communication and teamwork in order to assess the impact of change in a team's area of work. Self management and learning will be used to continuously monitor change influences and adapt improvements according to new information and

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	feedback.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Ensure corrective actions are implemented.	1.1. Liaise with relevant people associated with the anticipated corrective action 1.2. Ensure the supply of resources (equipment, modifications, consumables, people) 1.3. Check occupational health and safety (OHS) impacts of corrective action and take action in accordance with procedures if required 1.4. Ensure workforce has relevant skill level 1.5. Negotiate solutions with relevant people to allow

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ELEMENT	PERFORMANCE CRITERIA
	implementation 1.6. Supervise implementation of corrective action 1.7. Monitor implementation of corrective action 1.8. Make required adjustments
2. Verify systems support improvement	2.1. Ensure ***procedures*** reflect improvements 2.2. Ensure training and assessment systems reflect improvements 2.3. Liaise with relevant people to ensure their support of the new modified system/s
3. Audit the change	3.1. Determine an appropriate audit period/cycle 3.2. Agree relevant measures/indicators for the improvement 3.3. ***Measure performance*** at agreed times using agreed measures 3.4. Investigate the cause/s of under performance 3.5. Take appropriate corrective action to improve performance 3.6. Reaudit the improvement on an agreed basis

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills:
• communication/negotiation skills • teamwork • basic mathematics • planning • problem solving • analysing.
Required knowledge:
• existing procedures • modified procedures • overall process of manufacturing relative to improvements being made • appropriate measures of performance • business performance goals sufficient to determine best measures of improved

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REQUIRED SKILLS AND KNOWLEDGE
performance.

Evidence Guide

EVIDENCE GUIDE The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the assessment guidelines for this training package.	
Overview of assessment requirements	The person will be able to point to improvements which have been made where they have been active in designing and implementing systems for sustaining the improvement.
What critical aspects of evidence are required to demonstrate competency in this unit?	Evidence of having sustained improvements in the workplace and of reviewing these improvements for their real impact.
In what context should assessment occur?	Assessment will need to occur in a workplace where improvements are occurring, or where specific improvement projects are undertaken for the purpose of providing evidence of competence (among other aims). The unit may also be assessed on a project basis in a simulated environment.
Are there any other units which could or should be assessed with this unit or which relate directly to this unit?	This unit may be assessed concurrently with appropriate units on continuous improvement. This unit relates to a team leader ensuring that their team sustains improvements. *MSACMS201A Sustain process improvements* is a lower level unit for a person's own area of responsibility.
What method of assessment should apply?	Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the elements, performance criteria, skills and knowledge. A holistic approach should be taken to the assessment. Assessors should gather sufficient, fair, valid, reliable, authentic and current evidence from a range of sources. Sources of evidence may include direct observation, reports from supervisors, peers and

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EVIDENCE GUIDE	
	colleagues, project work, samples, organisation records and questioning. Assessment should not require language, literacy or numeracy skills beyond those required for the unit. The assessee will have access to all techniques, procedures, information, resources and aids which would normally be available in the workplace. The method of assessment should be discussed and agreed with the assessee prior to the commencement of the assessment.
What evidence is required for demonstration of consistent performance?	Evidence should be available from multiple small changes, or from a large change which has had multiple facets implemented over a period of some months.
What are the specific resource requirements for this unit?	Access to a workplace implementing competitive manufacturing strategies, or where improvement projects can be conducted and relevant records is required. No other specific resources are required.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Systems	Systems is used to mean any/all of the equipment, process, procedures and work practices that are used to produce the product. A term often used in this context is: • Kaizen - the philosophy of continual improvement, that every process can and should be continually evaluated and improved in terms of time required, resources used, resultant quality, and other aspects relevant to the process.

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RANGE STATEMENT	
Procedures	Procedures include all work instructions, standard operating procedures, formulas/recipes, batch sheets, temporary instructions and similar instructions provided for the smooth running of the plant. They may be written, verbal, computer based or in some other form. For the purposes of this Training Package, 'procedures' also includes good operating practice as may be defined by industry codes of practice (e.g. Good Manufacturing Practice (GMP), Responsible Care) and government regulations.
Improvement	Improvement procedures in some enterprises are also known by baka-yoke which is a manufacturing technique of preventing mistakes by designing the manufacturing process, equipment and tools so that an operation literally cannot be performed incorrectly. An attempt to perform incorrectly, as well as being prevented, is usually met with a warning signal of some sort. The term poka-yoke is sometimes referred to as a system where only a warning is provided. Improvements may be sustained by use of technology so that it is impossible to do the job any other way. However, improvements may also be sustained by changes to process or procedures or other changes to the manufacturing system which, if followed, will sustain the change and this unit may be applied to all these situations.
Measuring performance	Measuring performance is not used literally and may mean the personal taking of measurements, or it may mean arranging for measurements to be taken/made by appropriate personnel. The interpretation of the measurements however is to be undertaken personally.

Unit Sector(s)

Unit Sector	CM Systems

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corequisite units

Corequisite units	

Functional area

Functional Area	

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MSACMT270A Use sustainable energy practices

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the skills needed to use and make improvements in sustainable energy practices in production, maintenance and logistics.

Application of the Unit

Application of the unit	In a typical scenario, a team member will be aware of energy use. Some of this energy use is necessary but typically a large part of energy use is ***unnecessary waste*** and so should be eliminated. The team member will observe energy use and ensure it is according to the organisation's plans and will also engage in continuous improvement for energy use. This unit requires the application of skills associated with interpreting workplace information on energy use and using procedures and technology to minimise energy use and waste.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance Criteria describe the performance needed to demonstrate achievement of the Element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify energy use	1.1. Identify energy consuming processes in relation to own work 1.2. Recognise the type/source of ***energy*** consumed
2. Follow energy conservation plans	2.1. Check energy use in accordance with conservation plans 2.2. Identify most efficient or appropriate equipment or procedures to comply with conservation plans 2.3. Identify any uses which do not comply with conservation plans 2.4. Take action in accordance with procedures to bring energy use back in line with conservation plans
3. Improve energy use	3.1. Note any waste of energy use 3.2. Recommend improvements to energy use

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE
Required skills
• analysis • basic mathematics • communication • problem solving
Required knowledge
• types and sources of energy relevant to the process • basic principles of energy efficiency • process needs for energy

Evidence Guide

EVIDENCE GUIDE The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the assessment guidelines for this training package.	
Overview of assessment requirements	The team member will be able to identify the energy use of any/all parts of the process and recommend better ways of using it.
What are the specific resource requirements for this unit?	Access to an organisation seeking to improve its energy usage.
What critical aspects of evidence are required to demonstrate competency in this unit?	Evidence of conformance to energy usage plans and suggestions for improvement should be available.
In what context should assessment occur?	Assessment needs to be conducted in an organisation where energy is a significant cost component or by use of a project, simulation or case study.
Are there any other units which could or should be assessed with this unit or which relate directly to this unit?	This unit is related to: • *MSACMT271A Use sustainable environmental practices* - which covers general environmental practices, and • *MSACMT670A Develop and manage sustainable energy practices* - which covers higher level aspects.

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EVIDENCE GUIDE	
What method of assessment should apply?	Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria, skills and knowledge. A holistic approach should be taken to the assessment. Assessors should gather sufficient, fair, valid, reliable, authentic and current evidence from a range of sources. Sources of evidence may include direct observation, reports from supervisors, peers and colleagues, project work, samples, organisation records and questioning. Assessment should not require language, literacy or numeracy skills beyond those required for the unit. The assessee will have access to all techniques, procedures, information, resources and aids which would normally be available in the workplace. The method of assessment should be discussed and agreed with the assessee prior to the commencement of the assessment.
What evidence is required for demonstration of consistent performance?	Evidence should be available from the daily routine of the job to show that there is consistent performance.

Range Statement

RANGE STATEMENT The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Waste	Waste (also known as muda in the Toyota Production System and its derivatives) is any activity which does not contribute to customer benefit/features in the product. Within manufacturing, categories of waste include: • excess production and early production • delays • movement and transport

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RANGE STATEMENT	
	• poor process design • inventory • inefficient performance of a process • making defective items. Waste for this unit may include activities which do not yield any benefit to the organisation or any benefit to the organisations customers.
Energy	Energy is used to mean all sources of energy used by the process be it electricity, gas or mobile transport fuel. The uses of the energy will also be potentially wide and include heating and cooling, lighting, moving materials (including pumps and conveyors), modifying materials (including cutting, forming, weaving, knitting, reacting, moulding, extruding, mixing), generating pressure/vacuum or providing motive power for equipment and transport.

Unit Sector(s)

Unit Sector	CM Tools

Co-requisite units

Co-requisite units	

Functional area

Functional Area	

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MSAENV272B Participate in environmentally sustainable work practices

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This competency covers the outcomes required to effectively measure current resource use and carry out improvements including those reducing negative environmental impacts of work practices. This unit is based on the sustainability guideline standard GCSSUS01A Participate in environmentally sustainable work practices.

Application of the Unit

Application of the unit	This competency applies to operators/team members who are required to follow procedures so as to work in an environmentally sustainable manner. This ensures regulatory compliance and also aims at minimising environmental risks and maximises the environmental performance of the process and the organisation. It includes: • Resources used • Potential environmental hazards • Improving environmental performance (within scope of competency and authority). This competency applies to all sectors of the manufacturing industry and members of its value chain. It may also be applied to all sections of an organisation, including office, warehouse etc. This unit will need to be appropriately contextualised as it is applied across an

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	organisation and across different industry sectors.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	This unit has **no** prerequisites	

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify current resource use and environmental issues.	1.1. Identify workplace ***environmental and resource efficiency issues***. 1.2. Identify resources used in own work role. 1.3. ***Measure*** and record current usage of resources using ***appropriate techniques***.

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ELEMENT	PERFORMANCE CRITERIA
	1.4. Identify and report workplace environmental hazards to appropriate personnel.
2. Comply with environmental regulations.	2.1. Follow ***procedures*** to ensure ***compliance***. 2.2. Report environmental **incidents** to appropriate personnel.
3. Seek opportunities to improve environmental practices and resource efficiency.	3.1. Follow ***enterprise plans*** to improve environmental practices and resource efficiency. 3.2. Make ***suggestions*** for improvements to workplace practices in own work area.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include the ability to:

- report as required by procedures
- follow procedures and instructions and respond to change
- ask questions and seek clarifications relating to work requirements

Reading and writing is required in order to interpretrequired procedures and complete required workplace forms/reports.

Numeracy is required to interpret numeric workplace information, readings and measurements, handle data as required and complete numeric components of workplace forms/reports.

Required knowledge

Competency includes sufficient knowledge to:

- have a basic understanding of sustainability
- know the environmental hazards/risks, resource use and inefficiencies associated with own workplace (at an appropriate level)
- know the relevant environmental and resource efficiency systems and procedures for own work area
- know the impact of laws and regulations to a level relevant to the work context

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	A person who demonstrates competence in this unit must be able to provide evidence of the ability to follow workplace procedures according to instructions given and to participate in the improvement of environmental and resource efficient work practices at own level of responsibility. Evidence must be strictly relevant to the particular workplace role.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential that competence is demonstrated in the knowledge and skills defined in this unit. These may include the ability to: • identify and measure resources used in their job • identify situations likely to lead to an environmental incident • follow procedures related to environmental performance. Consistent performance should be demonstrated. For example, look to see that: • work is routinely to procedures • the minimum of resources is used consistent with the job requirements, good practice and the procedures.
Context of and specific resources for assessment	Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria and skills and knowledge. Depending on the selected methods of assessment access may be required to: • workplace procedures and plans • documentation in relation to production, waste, overheads, hazard control/management • reports from supervisors/managers • case study/scenarios
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed: • by demonstration in the workplace

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EVIDENCE GUIDE	
	• using targeted questioning for appropriate portions • by use of a suitable simulation and/or a range of case studies/scenarios • by a combination of these techniques. In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge and theoretical assessment will be combined with appropriate practical/simulation or similar assessment.
Guidance information for assessment	Assessors need to be aware of any cultural issues that may affect responses to questions. Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Procedures	All operations are performed in accordance with procedures including all relevant workplace procedures, work instructions, temporary instructions and relevant industry and government codes and standards.
Environmental and resource efficiency issues	Environmental and resource efficiency issues include minimisation of environmental risks and maximisation of opportunities to improve business environmental performance and to promote more efficient production and consumption of natural resources, for example by: • minimisation of waste, through implementation of the waste management hierarchy

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RANGE STATEMENT	
	• efficient and effective use of energy and other resources • seeking alternative sources of energy • efficient use of materials and appropriate disposal of waste • use of controls to minimise the risk of environmental damage from hazardous substances • efficient water use • reducing emissions • life cycle analysis applied to issues such as energy supply, materials, transport, production
Measure	Measure should be interpreted in a manner consistent with the scope of the job and may include things like: • counting the number of items entering/leaving a work area • reading indicators in the work area • obtaining relevant information from support personnel • other simple means
Appropriate techniques	Appropriate techniques include: • material fed to/consumed by plant/equipment • plant meters and gauges • job cards including kanbans • examination of invoices from suppliers • measurements made under different conditions • examination of relevant information and data.
Compliance	Compliance includes meeting relevant federal, state and local government laws, by-laws, regulations and mandated codes of practice. It also includes any codes and standards that the enterprise applies voluntarily.
Incidents	Incidents include: • breaches or potential breaches of regulations • occurrences outside of standard procedure which may lead to lower environmental performance.
Enterprise plans	Enterprise plans include:

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RANGE STATEMENT	
	• documented policies and procedures • work plans to minimise waste, increase efficiency of water/energy use, minimise environmental hazards
Suggestions	Suggestions include ideas that help to: • prevent and minimise environmental risks and maximise opportunities • reduce emissions of greenhouse gases • reduce use of non-renewable resources • improve energy efficiency • increase use of renewable, recyclable, reusable and recoverable resources • reduce waste • increasing the reusability/recyclability of wastes/products • reduce water usage and/or water wastage.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Competitive manufacturing tools

Co-requisite units

Co-requisite units		

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MSAPCII295A Operate manufacturing equipment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This competency covers the operation of production equipment and the resolving of routine problems in a simulated or trial manufacturing environment where there is a high degree of direct supervision. This competency is intended to be applied to any item of routine production equipment. This competency can be performed by operators working either independently or as part of a work team.

Application of the Unit

Application of the unit	This unit applies to a learning and assessment environment where access to normal production operations is not available . A typical environment will be for application in a VET in Schools delivery environment or other simulated or trial manufacturing environment where a high degree of direct supervision exists. The unit covers the making of a product or products to meet established quality standards and workplace requirements using routine manufacturing equipment. It includes: • checking specifications and work requirements • following established OHS and hazard minimisation procedures • monitoring equipment operation and reporting process variations • checking product for quality and conformity to specifications • dealing with non-conforming products/materials in accordance with procedures • identifying and rectifying/reporting on routine process

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	problems • completing pro-forma production logs and reports.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Check job requirements.	1.1. Identify ***workplace*** requirements by following established ***procedures*** and practices 1.2. Identify product, materials and ***equipment*** requirements for job(s)

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ELEMENT	PERFORMANCE CRITERIA
2. Control hazards.	2.1. Identify ***hazards*** in the production work area 2.2. Assess the risks arising from those hazards 2.3. Implement measures to control or avoid those risks in line with procedures and duty of care to fellow workers.
3. Prepare equipment for operation as required	3.1. Perform ***pre-start up checks*** 3.2. Suspected unusual or non standard product, materials and equipment are reported to an appropriate person 3.3. If required notify other team members on the intended equipment function and start up 3.4. Check/supply materials to equipment as required 3.5. Start up the item of equipment as required 3.6. Bring to specified conditions and build operating rate steadily, checking expected performance at various stages in accordance with procedures
4. Operate equipment	4.1. Monitor ***equipment operating conditions*** 4.2. Monitor ***product characteristics*** 4.3. Recognise conditions and characteristics which indicate a ***problem or a potential problem*** 4.4. Take ***appropriate action*** in response to problem or potential problem 4.5. Maintain supply of materials and removal of products as required 4.6. Complete required ***records*** 4.7. Keep equipment and work area in a clean, organised and safe condition
5. Prepare equipment for shut down as required	5.1. Perform emergency pause, stop or shutdown as required 5.2. Ensure equipment is free of product or purged as required 5.3. Shut down equipment in accordance with procedures 5.4. Make sure equipment and area is left in a safe condition and ready for ***need***

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• observation • following procedures for start up, operation and shut down of equipment • analysis • problem solving • communication • documenting
Required knowledge
• all major components of the equipment and describe the function of each • principles of equipment operation • equipment operating parameters • equipment and product variables and their interactions. • apply and/or explain: • impact of materials and properties • start-up and shutdown processes • construction and limitations of the equipment • out of specification situations • distinguish between causes of faults such as: • raw materials • instrument failure/malfunction • electrical failure/malfunction • mechanical failure/malfunction • variations in product parameters (temperature, flows, pressure&levels).

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	The competent person will be able to carry out the day to day operation of a piece of production equipment, meeting the demands of productivity and quality while resolving routine problems.

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EVIDENCE GUIDE	
What critical aspects of evidence is required to demonstrate competency in this unit?	It is essential that the equipment be understood and that the importance of critical material properties, settings and readings is known. Competence must be demonstrated in the ability to recognise and analyse potential or actual problem situations requiring action and then in implementing appropriate corrective action. The emphasis should be on the ability to avoid problems rather than on recovery from a problem. Consistent performance should be demonstrated. In particular look to see that: • process conditions are maintained within limits • quality is monitored to minimise wastage • start-up and shutdown occurs first time • signals and alarms are responded to immediately • process measurements are continually made or observed • all OHS requirements are followed. • early warning signs of equipment/processes needing attention or with potential problems are recognised • the range of possible causes can be identified and analysed and the most likely cause determined • appropriate action is taken to ensure a timely return to full performance • obvious problems in related plant areas are recognised and an appropriate contribution made to their solution • pre-start checks are made to ensure equipment is lined up to the plant in accordance with procedures and/or manufacturers specifications. Besides assessing actual operation of manufacturing equipment many aspects may be also be assessed using a range of scenarios, case studies or what ifs as the assessment method. These assessment activities should include a range of problems, including new, unusual situations that may have been generated from past history
In what context should assessment occur?	Assessment will need to occur on an operating item of production equipment although some aspects especially problem solving may be assessed through simulation.
Are there any other units which could or should be assessed with this unit or which relate directly to this	This unit could be assessed concurrently with other relevant units.

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EVIDENCE GUIDE	
unit?	
What method of assessment should apply?	Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the elements, performance criteria, skills and knowledge. A holistic approach should be taken to the assessment. The assessee will have access to all techniques, procedures, information, resources and aids which would normally be available in the workplace. The method of assessment should be discussed and agreed with the assessee prior to the commencement of the assessment.
What evidence is required for demonstration of consistent performance?	Assessors should gather sufficient, fair, valid, reliable, authentic and current evidence from a range of sources. Sources of evidence may include direct observation, reports from supervisors, peers and colleagues, project work, samples, organisation records and questioning. Assessment should not require language, literacy or numeracy skills beyond those required for the unit.
What are the specific resource requirements for this unit?	Access to an operating item of production equipment over an extended time.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Workplace	Workplace for this unit covers a manufacturing environment specifically established for learning introductory manufacturing skills. It may be: • a school classroom or workshop equipped to teach manufacturing principles and practices • RTO premises equipped to teach manufacturing principles and practices

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RANGE STATEMENT	
	• an enterprise environment where above average supervision exists and training is occurring. The normal production imperatives have been modified to take into account the training being delivered.
Procedures	Procedures includes all work instructions, standard operating procedures, formulas/ recipes, batch sheets, temporary instructions and similar instructions provided for the smooth running of equipment and processes. They may be written, verbal, computer based or in some other form. For the purposes of this Training Package, ' procedures' also includes good operating practice as may be defined by industry codes of practice (eg Good Manufacturing Practice (GMP), Responsible Care) and government regulations.
Equipment	Equipment for the purposes of this unit covers routine or common manufacturing equipment suitable for students operating in a simulated or trial manufacturing environment where there is a high degree of direct supervision. examples include but are not limited to: • guillotines • bending and folding machines • non CNC lathes, especially bench and training lathes • soldering equipment • pedestal drills • bench grinders
Hazards	Workplace hazards include: • hazardous materials • gases and liquids under pressure • moving machinery • cutting edges • electrical equipment • materials handling • environments subject to heat, noise, dusts or vapours.
Pre-start up checks	Pre-start up checks include: • visual checks

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RANGE STATEMENT	
	• completing checklists • checking that safety guards, gates etc are in position and are operational • other checks required by standard operating procedures and manufacturer's instructions
Equipment operating conditions	Equipment operating conditions will be monitored using a range of techniques including: • monitoring of measured or indicated data as shown by gauges, charts etc., (eg. speed, hours on line, pressure, temperature, flow, vibration) • the senses of smell, sight, sound and feel as appropriate.
Product characteristics	Product characteristics includes: • product quality • production rate • defect rate
Problem/potential problem	Problem/potential problem includes: • changes to operating conditions • adverse changes to product characteristics • adverse changes to waste
Appropriate action	Appropriate action includes: • making adjustments in accordance with procedures • stopping the equipment in accordance with procedures • reporting to appropriate person.
Records	Records include: • log sheets/books • job/work sheets • electronic/paper records • verbal/voicemail/email reports
Need	Need includes: • leaving the equipment ready for restart • leaving it safe for maintenance • preparing for a medium/long term shut down

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Unit Sector(s)

Unit sector	Manufacturing Pathways

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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MSAPCII297A Make an object from cloth using an existing pattern

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency has been primarily developed for use in a simulated or trial manufacturing environment where there is a high degree of direct supervision. It covers the skills required to make an object from cloth (such as basic decorative items or clothing) following the requirements of an identified pattern. It may or may not require machinery. The elements of this unit should always be assessed in conjunction with other units that relate to the requirements of a specified work or job function Training and assessment against this competency unit must incorporate all relevant OHS and related legislative requirements.

Application of the Unit

Application of the unit	This unit applies to a learning and assessment environment where access to normal production operations is not available . A typical environment will be for application in a VET in Schools delivery environment or other simulated or trial manufacturing environment where a high degree of supervision exists. The unit applies to the construction of a cloth item that does not require complex sewing or finishing or the development of a pattern. Typical items include tablecloths, hats, towels, cushions, BBQ covers, place mats, cloth bags, scarves, wall hangings, external awnings, and cloth pencil or tool cases. The unit should be regarded as an integrating unit which

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	has application in Certificate I and II qualifications that act as general introductory qualifications to manufacturing industry. It should be applied to a specific 'project' or task which has a defined beginning, middle and end, occurs over an extended period of time, and is reflective of clothing manufacturing industry and/or organisation. When delivered and assessed as part of a qualification the unit should be customised to ensure its relevance to a real or simulated work activity and related workplaces and must be delivered and assessed over a period of time.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify job requirements	1.1. Job requirements for making the ***object from cloth*** are identified from ***work instructions*** 1.2. Instructions for designing and sequencing of work are considered 1.3. Particular measurements or adjustments are interpreted and mapped out 1.4. ***OH&S requirements*** are considered, planned for and observed
2. Prepare for work	2.1. ***Suitable work area*** is selected for the task 2.2. Appropriate ***tools***, ***equipment and materials*** are selected 2.3. ***Potential hazards*** are identified from observation of the tools, equipment, materials 2.4. Required tools and materials are laid out in sequence according to job requirements and work instructions 2.5. Equipment, if required, is checked and adjusted in accordance with workplace procedure
3. Create work	3.1. Fabric is measured, cut and laid out according to specifications 3.2. Fabric is secured or sewed according to quality requirements 3.3. Work is checked against patterns and work sheets at the identified checkpoints 3.4. Non-conformity with the required pattern or quality standard is rectified.
4. Complete work	4.1. Completed work is checked against required quality standards 4.2. Documentation is completed following workplace ***reporting procedures*** 4.3. Work area is cleaned, tools and equipment are returned to storage 4.4. Unused materials are returned to storage and waste and scrap are dealt with following workplace procedures

Required Skills and Knowledge

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REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• collect, organize and understand information related to basic plans and safety procedures • coordinate work • plan and organise activities • work with others • the ability to ask for limitations and ask for help where needed; and • use mathematical ideas and techniques to correctly complete measurements and calculate areas and estimated materials requirement
Required knowledge
• workplace procedures and work instructions • organisational structure • evaluation and review procedures; • creative thinking techniques.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
What critical aspects of evidence are required to demonstrate competency in this unit?	• identify appropriate materials for use in making cloth items, and any special sewing or handling requirements for those materials. • apply safe operating and handling practices for equipment, products and materials. • interpret work order and locate and apply relevant information. • use patterns select and use tools and equipment appropriate to the task. • follow work instructions, operating procedures and inspection practices to: • prevent damage to goods, equipment or products • maintain required production output and product

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EVIDENCE GUIDE	
	quality • minimise the risk of injury to self or others. • work effectively with others. • modify activities to cater for variations in workplace contexts and environment. • report process or materials faults, damaged products or equipment. Assessment must confirm appropriate knowledge and skills to: • follow workplace procedures for hazard identification and risk control • use relevant personal protective clothing and equipment • communicate effectively with others as required when following safety procedures Performance is demonstrated consistently over a period of time and in a suitable range of contexts Consistently applies required knowledge and skills when completing workplace hazard prevention tasks and following relevant procedures: Consistently shows evidence of application of relevant workplace procedures, policies, instructions and regulations, including: • OHS regulations and hazard prevention policies and procedures • relevant manufacturer's guidelines relating to the operation and use of equipment Action is taken promptly to report and/or rectify any safety incidents in accordance with workplace procedures Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others Work is completed systematically with required attention to detail without damage to goods, equipment or personnel
Context of assessment	Assessment may occur on the job or in a workplace simulated facility with relevant equipment, materials, and work instructions and specifications. Assessment of this unit must be carried out or managed

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EVIDENCE GUIDE	
	by a registered training organisation: Assessment of knowledge must be conducted through appropriate written/oral examinations Appropriate practical assessment must occur: • in suitable simulations of a work environment organised by the registered training organisation, and/or • in an appropriate workplace
Specific resources required for assessment	Access is required to opportunities and appropriate resources to either: • carry out a range of suitably simulated practical and knowledge assessments that demonstrate the skills and knowledge to work safely (usually as part of a holistic assessment involving other competency units), and/or • participate in actual workplace activities that demonstrate the skills and knowledge to work safely

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
What does an object from cloth include?	An object from cloth is a cloth item that does not require sewing of complex shapes or finishing or the development of a pattern and may include: • basic cushions • soft tableware such as placemats or serviettes • basic clothing such as a scarf, simple cloth hat not requiring blocking or a circle skirt, • a basic carry bag • handkerchief • tea towel • wall hanging

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RANGE STATEMENT	
	• pencil case
What are the work instructions?	Work instructions may include: • job sheets including number and type of objects to be produced • patterns for making an object from cloth • plans • drawings and sketches • operating instructions for equipment including safety procedures • designer instructions • quality requirements • verbal directions from a supervisor or instructor
What do OH&S requirements include?	OH&S requirements may include: • legislation • regulations • material handling instructions including hazardous and dangerous goods codes • local safe operating procedures • specific workplace rules and regulations regarding personal protective wear and equipment
What is a suitable work area?	A suitable work area may include: • a bench top or desk • a sewing or layout table • a sewing table with a sewing machine
What are tools, **equipment and materials**?	Tools and equipment may include: • measuring equipment such as tapes and rulers • calculating equipment such as calculators and computers • general cutting and sewing tools including scissors, drills, sewing machines, hemming machines, glue guns • personal protection equipment Materials may include: • plain and patterned fabric • velvet • threads

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RANGE STATEMENT	
	• wadding • foam • tape • fasteners including buttons and hooks
What are potential hazards?	Potential hazards may include broken or faulty equipment, damaged needles, a lack of lighting, untidy working conditions, wet or slippery floors, improperly secured sewing machines, damaged or frayed electrical cables and connections,
What are reporting procedures?	Workplace reporting procedures may include: • completing necessary paperwork • communicating with a supervisor or key person that you are completed with the task • reporting, accidents, injuries and faulty equipment or materials • filing necessary paperwork

Unit Sector(s)

Unit sector	Manufacturing Pathways

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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MSAPCII298A Make an object from metal

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This competency standard covers the skills required to make an object from metal in accordance with the requirements of an established design and in a simulated or trial manufacturing environment where there is a high degree of direct supervision. . The elements of this unit should always be assessed in conjunction with other units that relate to the requirements of a specified work or job function.

Application of the Unit

Application of the unit	This unit applies to a learning and assessment environment where access to normal production operations is not available. A typical environment will be for application in a VET in Schools delivery environment or other simulated or trial manufacturing environment where a high degree of supervision exists. This unit applies to the manufacture of a simple metal object such as: small decorative box, with or without a lid; desk pencil holder; metallic photo album; cabinet; shelving; CD rack; metallic picture frame etc. Training and assessment against this competency unit must incorporate all relevant OHS and related legislative requirements. The unit should be regarded as an integrating unit which has application in Certificate I and II qualifications that act as general introductory qualifications to manufacturing industry. It should be applied to a specific 'project' or task which has a defined beginning, middle and end, occurs over an extended period of time, and is reflective of the particular sector of the Manufacturing industry and/or

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	organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Identify job requirements	1.1. Specifications for ***metal*** item are identified from ***work instructions*** 1.2. Design is interpreted to determine process, tool, equipment and materials requirements 1.3. ***OH&S requirements*** are considered and observed

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ELEMENT	PERFORMANCE CRITERIA
	throughout the ***workplace***
2. Prepare for work	2.1. ***Suitable work area*** is selected for the task 2.2. Work area is prepared according to OH&S and ergonomic requirements 2.3. ***Appropriate tools***, ***equipment*** and ***materials*** are selected in accordance with the specifications determined for the work 2.4. Equipment and machinery is cleaned, checked, and prepared for operation in accordance with OH&S requirements and workplace procedure 2.5. ***Potential hazards*** associated with the use of tools, equipment, materials and the workplace are identified and steps taken to eliminate them in accordance with OH&S legislative requirements and established workplace procedures. 2.6. Where required , ***records*** are kept in accordance with workplace requirements
3. Produce work	3.1. Dimensions are transferred from job specifications and/or drawings or sketches and material is marked out to conform to ***specifications*** and templates are ***formed*** using appropriate machinery or tools 3.2. Edges and surfaces are ***prepared*** according to specifications. 3.3. Components are ***joined*** according to project requirements 3.4. Work is checked for conformance with specifications. 3.5. Non-conformity with specifications or quality standard is ***rectified*** 3.6. Work is ***finished*** according to specifications and quality standards
4. Complete work	4.1. Completed work is checked against required quality standards 4.2. Unused materials are returned to storage and waste and scrap are dealt with following workplace procedures 4.3. Work area is cleaned, tools and equipment are returned to storage 4.4. Where required, documentation and records are completed and maintained following workplace procedures

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- apply occupational health and safety standards
- observe relevant statutory requirements and codes of practice
- use, update and where appropriate produce sketches and basic drawings
- select materials and resources
- use and apply basic quality standards
- apply quality procedures
- communicate effectively
- communicate ideas and information to obtain confirmation of work requirements and specifications, coordination with other workers and the reporting of work outcomes and problems.
- collect, organise and understand information related to work orders, basic plans and safety procedures.
- plan and organise activities, including preparation for work and obtaining equipment and materials.
- work with others and in a team to optimise efficient workflow and productivity.
- apply pre-checking and quality techniques to anticipate construction problems, avoid reworking and avoid wastage.
- use of routine workplace tools, equipment, materials and measuring devices.

Depending on the object to be made required skills may also include:

- use cutting and heating equipment
- use of mechanical cutting equipment
- use of workshop plant and equipment
- use of hand and portable power tools

Required knowledge

- the interpretation of a plan representing the product to be made
- the concept of workflow and its relation to manufacture of objects
- identification of appropriate hand and power tools, materials, equipment, processes and procedures.
- occupational health and safety standards and practices.
- relevant statutory requirements and codes of practice
- hand and portable power tools and their application
- mechanical cutting techniques

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REQUIRED SKILLS AND KNOWLEDGE
• paints, sealants and glues • jigs and templates • workshop plant and equipment • manufacture and assembly techniques • common materials used in the manufacture of metal objects • mathematical techniques • communication principles

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Knowledge and application of relevant sections of: • occupational, health and safety legislation; statutory legislation; • enterprise/site safety procedures; • enterprise/site emergency procedures • preparation and planning of work • lay out, marking off/out and developing techniques and procedures • fabrication techniques • shaping techniques • cutting techniques • perform normal operator maintenance of work area to enable work to be conducted safely and efficiently • relevant standards and procedures • completion of work procedures
Context of assessment	Assessment may occur on the job or in a workplace simulated facility with relevant equipment, materials, work instructions and deadlines.
Specific resources required for assessment	Access to plans, hand and/or power tools, equipment, materials and a work area. Access is required to opportunities and appropriate

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EVIDENCE GUIDE	
	resources to either: • carry out a range of suitably simulated practical and knowledge assessments that demonstrate the skills and knowledge to work safely (usually as part of a holistic assessment involving other competency units; and/or • participate in actual workplace activities that demonstrate the skills and knowledge to work safely

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
What can metal include?	Metal ***may include***: • mild steel • galvanised steel • stainless steel • aluminium • brass
What can object from metal include?	***An*** *object from metal* ***can include***: • a small decorative box, with or without a lid • desk pencil holder • metallic photo album • cabinet • shelving • CD rack • metallic picture frame.
What are the work instructions?	***Work instructions*** may include: • job sheets • patterns • plans • drawings and sketches

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RANGE STATEMENT	
	• verbal or illustrated directions from supervisor • number and type of objects to be produced • quality requirements. • OH&S requirements • environmental requirements
What can OH&S requirements include?	***OH&S requirements*** *may include*: • legislative requirements • hazardous and dangerous goods codes • safe operating procedures • specific workplace rules regarding personal protective wear and equipment such as disposable overalls, dust mask, eye and ear protection and gloves.
Workplace	Workplace for this unit means a manufacturing environment specifically established for learning introductory manufacturing skills. It may be: • a school classroom or workshop equipped to teach manufacturing principles and practices • RTO premises equipped to teach manufacturing principles and practices • an enterprise environment where above average supervision exists and training is occurring. The normal production imperatives have been modified to take into account the training being delivered.
What can a suitable work area include?	*A suitable work area* may include: • workbench • desk or table • workshop • shed • durable space
What can appropriate tools, equipment and materials include?	*Appropriate tools* will vary according to the project, but may include: • measuring tapes or rulers • hammers • mallets • squares • bevels • chisels

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RANGE STATEMENT	
	• files • planes • hand saws • cordless drills/ screwdrivers • fixing and joining devices • jigs • clamping devices • pincers *Appropriate equipment* could include: • power saws • power drills • band saws • vertical drill presses • protective eye ware • protective gloves • dust masks • overalls or protective clothing *Appropriate materials* could include: • metal • adhesives • screws • nuts • bolts • hinges and metal fasteners • pencils and markers • paints.
What potential hazards include?	*Potential hazards* may include: • broken or faulty equipment • unnoticed sharp objects • poor lighting • inadequate ventilation • inadequate attention to the activities of others • electrical shortages and power overload • disorganised or cluttered workspace (poor housekeeping) • poor attention when dealing with tools and equipment. • environmental chemicals, heat, dust, noise, gas and oil.

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RANGE STATEMENT	
What could records include?	***Records*** could include: • plant and maintenance records • job cards • check sheets • reporting requirements • documenting equipment and/or material defects • workplace procedures relating to the use of tools and equipment.
What could specifications include and what does it mean for materials to be formed?	***Specifications*** could include: • measurements and dimensions • forming methods could include cutting, bending, rolling, beading.
What is involved in making sure edges and surfaces are prepared?	*Preparing edges and surfaces* could include: • filing • sanding • cleaning • grinding • polishing
What is involved in making sure metal pieces are joined?	*Joining metal pieces* could include attaching pieces together with: • screws, rivets, nuts and bolts • hinging • soldering
What is involved in making sure non-conformities are rectified?	*Rectifying non-conformities* could involve: • deconstructing the assembled pieces • reshaping /resizing or re-cutting elements • reassembling elements.
What is involved in making sure work is finished?	*Finishing work* can include: • filing • polishing • grinding • painting and decorating.

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Unit Sector(s)

Unit sector	Manufacturing Pathways

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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MSAPMOHS210B Undertake first response to non-fire incidents

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor	This unit deals with recognising and responding to an emerging incident (except for fire) to provide an appropriate first response

Application of the Unit

Application of the unit	This competency applies to operators who are required to respond to an incident such as a leak, spill or other incident. The worker is not expected to deal with the emerging incident, but to provide an initial first response in order to contain the incident and/or secure the immediate area in order to minimise resultant damages and loss. In this unit it is assumed that the worker is acting according to established workplace procedures.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Pre-requisite Units		

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Employability Skills Information

Employability Skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess level of severity.	1.1. Recognise an incident has occurred or is about to occur. 1.2. Access hazard information as appropriate. 1.3. Assess frequency, duration, actual and potential outcome. 1.4. Evaluate and communicate in a timely and appropriate manner the location, nature and extent of the incident.
2. Undertake routine response to minimise affect of the incident.	2.1. Determine first response requirements to contain the incident or evacuate the affected areas. 2.2. Select the appropriate response from the incident procedures and equipment. 2.3. Apply incident procedures as appropriate. 2.4. Clear and secure the incident area. 2.5. Safely locate, access and operate incident response equipment.
3. Notify responsible authorities.	3.1. Follow incident reporting procedures. 3.2. Identify appropriate authorities and notify. 3.3. Clearly and unambiguously communicate information concerning the incident in a timely manner.
4. Undertake safe evacuation.	4.1. Evacuate the area in a safe and controlled manner when first response has failed to control the incident or has proven inappropriate. 4.2. Secure the immediate area of the incident to ensure no further loss occurs to people, equipment, materials, process and environment.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This describes the essential skills and knowledge and their level, required for this unit.
Required skills:
Competence includes the ability to apply and explain procedures for: • identifying hazard and emergency signs and labels • evacuation of different areas • operating various pieces of incident response equipment • communicating details of an incident situation clearly. Language, literacy and numeracy requirements • This unit requires the ability to respond to data and information indicating an incident. • Writing is required to the level of completing required workplace forms and reports. • Numeracy is required to the level of interpreting and reporting relevant data.
Required knowledge:

• Knowledge and understanding of the incident response procedures and equipment, sufficient to recognise standard and non-standard situations and then determine the appropriate action which is consistent with operating guidelines.
• Knowledge of the relevant OHS and environmental requirements, and organisation standard operating procedures is required along with an ability to implement them in a manner that is relevant to incident response practices.
• Evidence of knowledge of all relevant workplace procedures will include:
  • principles of operation of the incident response equipment
  • hazards policies and procedures
  • incident, fire and accident procedures
  • procedures for the use of personal protective clothing and equipment
  • organisation standard operating procedures (SOPs).

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	The unit will be assessed in as holistic a manner as is

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EVIDENCE GUIDE	
	practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations which will include disruptions to normal, smooth operation. Assessment will occur with simulated industrial incidents and will be undertaken in a work-like environment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential that competence is demonstrated in the knowledge and skills defined in this unit. These may include the ability to: • recognise and analyse potential situations requiring action • implement the appropriate corrective action. The reasoning process behind the problem analysis and determining the required actions should be assessed. The emphasis should be on the ability to minimise the affect of an incident situation. Consistent performance should be demonstrated. For example, look to see that: • incident situations are recognised and communicated promptly • action is taken to ensure that the effects of the incident situation are controlled promptly • potential to involve others in the incident is recognised and appropriately communicated • incident procedures are understood and followed. These aspects may be best assessed using a range of scenarios/case studies and 'what ifs' as the stimulus with a walk through forming part of the response. These assessment activities should include a range of problems, including new, unusual and extreme situations that may have been generated from the past incident history of the workplace, incidents on similar plants around the world, hazard analysis activities (eg HAZOP) and similar sources.
Context of and specific resources for assessment	Assessment for this unit will be on a processing plant or in a manufacturing environment. Assessment will require access to an operating plant or manufacturing environment over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of

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EVIDENCE GUIDE	
	situations. A bank of scenarios/case studies/what ifs will be required as will a bank of questions which will be used to probe the reasoning behind the observable actions. This unit requires a body of knowledge which will be assessed through questioning and the use of 'what if' scenarios both in the workplace (during demonstration of normal operations and walk throughs of abnormal operations) and off the job. In all cases it may be appropriate to assess this unit concurrently with relevant teamwork and communication units. In a major hazard facility, it may be appropriate to assess this unit concurrently with: • *PMPOHS200 Participate in workplace safety procedures* • *PMASUP220 Monitor and control environmental hazards*.
Method of assessment	Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk throughs of the relevant competency components. Simulations may also include the use of case studies/scenarios and role plays.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the Performance Criteria, is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs if the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT	
Codes of practice/ standards	Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.
Context	This competency covers all emerging incidents except for fire.
Procedures	All operations are performed in accordance with procedures. Procedures include all relevant workplace procedures, work instructions, temporary instructions and relevant industry and government codes and standards. All operations to which this unit applies are subject to stringent health, safety and environment requirements, which may be imposed through State or federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between Performance Criteria and HSE requirements, the HSE requirements take precedence.

Tools and equipment	This competency includes use of equipment and tools as required for the situation such as:
	• personal protective equipment such as breathing apparatus
	• incident response equipment such as hand held extinguishers, hose reels, fire blankets
	• evacuation equipment
	• survival equipment
	• standard operating procedures (SOPs)
	• external personnel such as:
	  • police
	  • fire brigade
	  • ambulance.

Hazards	Typical hazards include: • chemicals and hazardous materials • gases and liquids under pressure • moving machinery • materials handling • working at heights, in restricted or confined spaces, or environments subjected to heat, noise, dusts or vapours.
Problems	'Respond to routine problems' means 'apply known solutions to a limited range of predictable problems'. Typical process and product problems may include: • accidents • chemical or oil spills

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RANGE STATEMENT	
	• gas leak or vapour emission • utilities failure • bomb scares.
Personnel	Appropriate personnel for OHS referrals may include: • employer • supervisor • employees elected as incident team leader • other personnel with incident team leader responsibilities.
OHS issues	OHS issues which may need to be raised by workers with designated personnel may include: • recognition of different types of emergencies • problems encountered in control measures and implementation • observation on injury and/or incident occurred in the workplace.
Required functions	Required functions include: • containment of incident, eg chemical/oil spill or gas/vapour leak • communication with internal and external personnel.
Health, **safety and environment** (**HSE**)	All operations to which this unit applies are subject to stringent health, safety and environment requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between performance criteria and HSE requirements, the HSE requirements take precedence.

Unit Sector(s)

Unit Sector	

Competency field

Competency Field	

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Co-requisite units

Co-requisite Units		

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MSAPMOHS300A Facilitate the implementation of OHS for a work group

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

On completion of this unit, the worker will be able to implement and monitor defined OHS policies and procedures for a work group or area, within their scope of responsibilities.

Application of the Unit

Application of this unit

This competency applies to operators who are capable of coaching the team in participating and contributing to OHS management issues. The worker will be able to perform duties that are required of a safety committee member or safety representative in an organisation. Typically this worker might be a team leader or on the OHS committee.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

This unit has the prerequisite of *MSAOHS200A Work safely*.

Employability Skills Information

Employability Skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
1. Communicate OHS information for co-workers in team.	1.1 Accurately and clearly explain to the work group basic OHS rights, responsibilities and requirements. 1.2 Provide, in a readily accessible manner, information on the relevant organisation OHS policies, procedures and programs, and accurately and clearly explain them to the work group. 1.3 Regularly provide relevant information about identified hazards and the outcomes of risk assessment and risk control procedures, and accurately and clearly explain them to the work group.
2. Coach co-workers in team.	2.1 Establish mutual support groups, eg buddy system, to encourage effective development of individual and group competencies in OHS. 2.2 Provide personal encouragement and assistance to team members to contribute to the management of OHS at the workplace.
3. Facilitate the consultative process.	3.1 Deal with, and promptly resolve, issues raised through consultation or refer to the appropriate personnel for resolution in accordance with workplace procedures. 3.2 Seek input from work group on OHS issues and proposed changes to process, procedures or work place. 3.3 Encourage and use feedback from individuals and teams to identify and implement improvements in the

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ELEMENT ELEMENT	PERFORMANCE CRITERIA Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
	management of OHS. 3.4 Promptly inform the work group of the outcomes of consultation over OHS issues.
4. Implement and monitor organisation procedures for identifying hazards, and assessing and controlling risk.	4.1 Implement and monitor adherence to work procedures to identify hazards and assess and control risk. 4.2 Monitor existing risk control measures and report results regularly. 4.3 Access internal and external sources of relevant OHS information. 4.4 Evaluate and identify inadequacies in existing risk control measures in accordance with the hierarchy of control, and report to designated personnel. 4.5 Identify inadequacies in resource allocation for implementation of risk control measures and report to designated personnel. 4.6 Identify actual/potential inadequacies in procedures and report to designated personnel. 4.7 Identify actual/potential inadequacies in individual or team competency and report to designated personnel.
5. Maintain and use OHS records.	5.1 Accurately and legibly complete OHS records for work area, in accordance with workplace requirements for OHS records and legal requirements for the maintenance of records of occupational injury and disease. 5.2 Use aggregated information from the area OHS records to identify hazards and monitor risk control procedures within work area according to procedures and within scope of responsibilities and competencies.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

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Knowledge and understanding of the workplace OHS system and State OHS legislative requirements, codes of practice and relevant industry standards sufficient to implement and monitor OHS activities for a work group or area within the scope of their responsibilities and competencies.

In these industries which are characterised by high potential hazard, employees need to exercise their duty of care responsibilities not only within the general OHS Acts and regulations, but also within those State and national standards applying to hazardous substances, dangerous goods and major hazards.

Competence includes the ability to apply and describe the:

- identification of hazards in the workplace and standard controls
- assessment of risk and implementation of risk control measures
- rights and responsibilities of employees under OHS legislation
- obligations of employers under the OHS legislation
- legislative requirements for information and consultation
- arrangements for consultation within the workplace
- management systems and procedures for OHS
- the hierarchy of control
- hazard policies and procedures
- safety procedures
- emergency, fire and accident procedures.

Competence also requires the ability to:

- locate, understand and follow workplace OHS procedures
- identify and communicate with all key personnel in the organisation
- identify and access relevant sources of information
- interpret OHS data such as tables of numbers and graphs
- select, recommend and use personal protective clothing and equipment.

Language, **literacy and numeracy requirements**

This unit requires the ability to communicate with members of the work team/area and also management. It also requires the ability to interpret and apply OHS procedures and explain them to work team members.

Writing is required to the level of being able to keep records as required and also keep notes from meetings.

Numeracy is required to interpret incident statistics and hazard data.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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Overview of assessment

The unit will be assessed in as holistic a manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations that will include disruptions to normal, smooth operation.

Where the assessee does not currently possess evidence of competency in *MSAOHS200A Work safely*, it may be co-assessed with this unit.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential that competence is demonstrated in the knowledge and skills defined in this unit. These may include the ability to:

- communicate effectively with the work group(s)
- proactively promote consultation and participation in the OHS processes
- participate in decisions which impact on OHS for their workgroup.

Consistent performance should be demonstrated. In particular look for knowledge and understanding of:

- specific hazard policies and the use of hazard procedures (eg identify, assess, control)
- the consultation processes, either general or specific to OHS
- OHS information
- OHS record keeping
- counselling, disciplinary and issue resolution processes.

These aspects may be best assessed using a range of scenarios/case studies/what ifs as the stimulus with a walk through forming part of the response. These assessment activities should cover a range of problems, including new, unusual and extreme situations that may have been generated from the past incident history of the workplace, incidents on similar plants around the world, hazard analysis activities and similar sources.

Assessment method and context

Assessment for this unit of competency will be on a processing plant or in a manufacturing environment.

Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk throughs of the relevant competency components. Simulations may also include the use of case studies/scenarios and role plays.

This unit of competency requires a significant body of knowledge which will be assessed through questioning and the use of 'what if' scenarios both in the workplace (during demonstration of normal operations and walk throughs of abnormal operations) and off the job.

It is expected that this competency may be applicable in combination with other industry, occupation or workplace-specific competencies. In all cases it may be appropriate to assess this unit concurrently with relevant teamwork and communication units.

Specific resources for assessment

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Assessment will require access to an operating plant or manufacturing environment over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios/case studies/what ifs will be required as will a bank of questions that will be used to probe the reasoning behind the observable actions.

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.

Context

This unit describes OHS requirements applicable for all workers who are responsible for the organisation of OHS arrangements for a work group or area, including coaching.

It is expected that workers will be provided with clear directions, information, instruction, training and appropriate supervision regarding the relevant State/Territory OHS legislation, codes of practice, relevant industry standards, workplace procedures and work instructions.

Procedures

All operations are performed in accordance with procedures.

Procedures include all relevant workplace procedures, work instructions, temporary instructions and relevant industry and government codes and standards.

Hazards

Typical hazards include:

- handling chemicals and hazardous materials
- chemical and or hazardous materials spillage
- gases and liquids under pressure
- moving machinery
- materials handling
- working at heights, in restricted or confined spaces, or in environments subjected to heat, noise, dusts or vapours
- fire and explosion.

Personnel

Appropriate personnel for OHS referrals may include:

- employer
- supervisor
- employees elected as OHS representatives

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- other personnel with OHS responsibilities.

Participative arrangements

Participative arrangements for OHS management may involve:

- making safety suggestions
- information sessions on existing or new issues
- meetings between employer and employees or representatives
- access to relevant workplace information
- use of clear and understandable language.

OHS Issues

OHS issues which may need to be raised by workers with designated personnel may include:

- recognition of hazards
- problems encountered in controlling risks associated with hazards
- clarification of understanding of OHS policies and procedures.

OHS Records

OHS records include:

- hazard and incident reports
- logs/logs sheets
- inspection/start up/shut down checklists
- injury reports
- maintenance records.

OHS Information Sources

Relevant sources of OHS information include:

- OHS legislation and codes of practice
- industry standards for materials, process, equipment etc
- SA/ISO standards
- OHS authorities
- unions and industry associations
- internet, journals, magazines
- manufacturer/supplier manuals/specifications
- policies and procedures
- JSA, risk assessments, HAZOPs
- hazard, incident and injury records
- training resources
- employee information brochures, newsletters etc
- OHS reports such as inspections, technical reports.
-

Unit Sector(s)

Not applicable.

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MSAPMOPS400A Optimise process/plant area

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This competency covers the ability to optimise the process performance of a complete plant area. It includes ensuring that production systems comply with Health, Safety and Environment (HSE) requirements, that process, plant and equipment utilisation is planned and carried out, and that problems are solved to fully meet operational needs and ensure that production of finished goods meets customer requirements.

Application of the Unit

Application of this unit

This competency requires the application of detailed operational and process knowledge, including the principles of operation of equipment, and the chemistry and/or physics and/or biology/biochemistry of changes to materials occurring during processing. It embodies a significant breadth and depth of technical knowledge and process understanding.

Assessment of this competency should ensure that the applicant can apply this knowledge to a process, and should typically rely on the applicant undertaking, or leading, a significant process improvement project.

This competency is typically performed by a senior operator, team leader or frontline manager.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

This unit **has** prerequisites of

- MSAPMSUP390A Use structured problem solving tools
-

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Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.
1. Analyse and evaluate current plant, equipment and processes.	1.1 Compare actual process, plant and equipment performance with requirements and/or historical data/records and/or design performance. 1.2 Identify abnormal or sub-optimal process, plant and equipment performance. 1.3 Identify hazards associated with the plant and equipment. 1.4 Collect and evaluate product, materials and/or process records to determine possible causes for sub-optimal performance. 1.5 Use appropriate techniques to rank possible causes from most to least probable cause.
2. Develop plan for corrective and/or optimisation action.	2.1 Analyse cause(s) to determine appropriate corrective action. 2.2 Predict the impact of a change in one unit/area on other related plant units/areas. 2.3 Predict the impact of a change on health, safety and environmental performance 2.4 Develop measurable objectives and evaluate alternatives.

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ELEMENT ELEMENT	**PERFORMANCE CRITERIA** Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.
	2.5 Identify requirements to implement change. 2.6 Consult with stakeholders regarding planned changes and impacts. 2.7 Develop optimisation plan taking account of hazards identified and HSE implications and communicate to appropriate personnel. 2.8 Evaluate optimisation action to determine measures of effectiveness.
3. Coordinate corrective and/ or optimisation action plan	3.1 Coordinate all appropriate unit areas and operations in order to rectify problem causes in process, plant and equipment performance. 3.2 Initiate and/or implement all required corrective/ optimisation actions. 3.3 Communicate corrective/optimisation outcomes to all relevant personnel. 3.4 Implement procedures/systems to eliminate possible future causes. 3.5 Record and maintain log of all relevant information.
4. Develop continuous improvement strategies.	4.1 Review sources of information to identify possible factors causing sub-optimal performance. 4.2 Identify options for removing or controlling the risk of sub-optimal performance. 4.3 Assess the adequacy of existing control and quality methods and systems. 4.4 Identify opportunities to continuously improve performance. 4.5 Develop recommendations for continual improvement of process, plant and equipment effectiveness. 4.6 Consult with appropriate personnel and implement continuous improvement strategies. 4.7 Document implementation of continuous improvement strategies.

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Knowledge and understanding of the:

- equipment,
- processes
- systems

sufficient to

- identify hazards associated with the process
- recognise opportunities to improve and/or enhance the quality of performance of the plant.

This knowledge needs to include:

- the relevant technical theory of the plant area
- an in depth understanding across the entire plant area
- the organisation standard procedures and work instructions
- relevant regulatory requirements, including those related to OHS risk control as appropriate to process/plant area optimisation.

Competence includes the ability to:

- apply analytical skills which enable corrective or optimal conditions to prevail
- identify and control hazards by applying the hierarchy of control as part of the optimisation process
- interpret information and make appropriate process control decisions.

Competence includes the ability to distinguish between:

- optimum and marginal performance of the plant
- effective and marginal performance corrections and actions.

as is relevant to the practical operation of all major equipment/process/systems within the area.

Optimising process systems requires application of detailed operational and process knowledge to address issues such as:

- starting material quality
- yield maximisation
- throughput maximisation
- energy efficiency
- use of utilities
- labour utilisation
- overall cost
- efficient use of equipment
- reducing downtime
- minimisation of waste and rework
- improved workplace layout and workflow.

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Language, literacy and numeracy requirements

This unit requires the ability to communicate at all levels about what may be complex technical matters. It also requires the ability to evaluate complex information and sort often conflicting information into *useful* and *distracting* and to rank/prioritise information.

Writing is required to the level of reading and interpreting technical information, developing and modifying plans and procedures and interpreting relevant regulatory requirements.

Numeracy is required to the level of analysing product/process performance data, interpreting process condition information and deriving useful information from technical brochures, papers and similar. Calculation will be required to assist this and to determine priorities for optimisation plans (ie benefit/cost or other quantitative criteria)

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Overview of assessment

A holistic approach should be taken to the assessment.

Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria and skills and knowledge.

Competence must be demonstrated in the ability to analyse and evaluate current production performance, and develop and implement plans to optimise process systems.

While the technician is expected to take a lead technical role, and to demonstrate competence as defined above, optimisation is rarely undertaken by an individual alone and liaison with all relevant stakeholders is an expected part of this competency.

Where the assessee does not currently possess evidence of competency in *MSASUP390A Use structured problem solving tools*, it may be coassessed with this unit.

Criticalaspects for assessment and evidence required to demonstrate competency in this unit

It is essential that the equipment/process/system be understood in depth and that the importance of critical material properties/settings/readings is known. Competence must be demonstrated in the ability to recognise and analyse potential situations requiring action and then in implementing appropriate corrective action.

Consistent performance should be demonstrated. For example, look to see that:

- non-routine problems are recognised and defined
- hazards are identified and controlled by applying the hierarchy of control

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- possible causes of complex problems are identified based on experience and the use of analytical techniques in solving the problem, including identifying variations and cause, separating single problems from multiple problems and the recognition of recurring problems
- fundamental cause of process or equipment faults is determined
- corrective/preventative actions are developed to avoid recurrence of the problem and optimise the condition of the process, plant and equipment
- product quality and uniformity are maintained.

Competence must be demonstrated in the operation of all ancillary equipment to the level required for this competency unit.

Competence also includes the ability to implement improvements within appropriate time constraints and in a manner relevant to the operation of the equipment, processes and systems.

Context of assessment

Competence in this unit may be assessed by:

- observation over time in a processing plant allowing for adequate assessment of operation under all normal and a range of abnormal conditions. Where this is not practical, additional assessment techniques must be used.
- using a suitable simulation and/or a range of case studies/scenarios
- undertaking a specific project based in the plant
- a combination of these techniques.

Method of assessment

In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge and theoretical assessment will be combined with appropriate practical/simulation or similar assessment. Assessors need to be aware of any cultural issues that may affect responses to questions.

Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Specific resources for assessment

This section should be read in conjunction with the Range Statement for this unit of competency. Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation. A bank of case studies/scenarios and questions will also be required to the extent that they form part of the assessment method. Questioning may take place either in the workplace, or in an adjacent, quiet facility such as an office or lunchroom. No other special resources are required.

Access must be provided to appropriate learning and/or assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.

Range Statement

RANGE STATEMENT

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The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.

Context

This unit describes the work conducted by senior operators, team leaders or front line managers who optimise process systems as part of their work function. It includes all items of equipment and unit operations which form part of the production process of a complete area.

Typical problems will require the application of detailed operational and process knowledge over the entire production/manufacturing area, including the principles of operation of the equipment and the chemistry, physics, biology and/or biochemistry of the changes to materials occurring within that area.

All operations are performed in accordance with organisation procedures, licensing requirements, legislative requirements and industrial awards and agreements.

Procedures

All operations are performed in accordance with procedures. Procedures means all relevant workplace procedures, work instructions, temporary instructions and relevant industry and government codes and standards. These may include or have been prepared from/to comply with:

- industry codes of practice
- materials safety data sheets
- equipment manuals
- equipment start up, operation and shut down procedures
- calibration and maintenance schedules
- quality manuals and procedures
- organisation recording and reporting procedures
- production and laboratory schedules
- material, production and product specifications.

Data/records

Historical data/records may include:

- hazard logs
- incident reports
- maintenance records
- product non-conformance reports
- production records.

Implementing change

Requirements to implement change may include:

- changes to procedures

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- training of operators
- equipment modifications
- ensuring all HSE requirements are addressed.

Relevant/appropriate personnel

Relevant/appropriate personnel may include:

- managers
- OHS representatives and OHS committee.

Relevant information

Relevant information logged to include:

- modifications to plant or equipment
- modifications to procedures or practices.

Sources of information

Sources of information may include:

- hazard logs
- incident reports
- maintenance records
- work practices
- procedures
- industry journals
- equipment supplier information
- industry best practice information.

Health, **Safety and Environment** (**HSE**)

All operations to which this unit applies are subject to stringent health, safety and environment requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between Performance Criteria and HSE requirements, the HSE requirements take precedence.

Unit Sector(s)

Not applicable.

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MSAPMOPS401A Trial new process or product

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This competency typically applies to a technician in a plant who is taking a lead technical role in the trialling of a new product or the trialling of a new or significantly altered process. This competency does not apply to minor modifications to existing products or processes. Similarly it does not apply to a technician or operator taking part in such trials, and/or who is following directions set by the technician, chemist, engineer, supervisor or manager.

The technician is expected to be a technical expert in that part of the plant/process where the trial is being conducted.

Application of the Unit

Application of this unit

The technician would be expected to operate and control all equipment required for the trial. Generally the technician would be part of a team during the trial, and would usually be working in conjunction with a process/product development expert such as a chemist or engineer. The technician is often the most technically competent member of an operational team. As such they may not have the 'hands on' role of operating items of equipment, but they are expected to have the competence to direct the operation of equipment as appropriate throughout the trial. At all times they would be liaising and cooperating with other members of the team.

Trialling refers to the scale-up and other development steps required to take a new product or process from its design/laboratory trials to full commercial operation on a plant. Trialling may be done on a pilot plant where available and/or on a full scale plant.

The technician would:

- identify and rectify operational problems within their scope
- analyse the trial, both while it is occurring and after completion, and suggest improvements
- be alert for indications of developing problems and take required action to ensure the trial remains safe to people, the environment and the plant.
-

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

This unit has **no** prerequisites.

Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.
1. Contribute to the selection of equipment/process conditions.	1.1 Liaise with appropriate technical expert(s). 1.2 Interpret properties of materials and desired product characteristics. 1.3 Interpret technical specifications/drawings of plant requirements. 1.4 Recommend equipment/ancillary equipment appropriate for the materials, products and conditions. 1.5 Recommend process conditions appropriate for the

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ELEMENT ELEMENT	PERFORMANCE CRITERIA Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.
	equipment, materials and product characteristics. 1.6 Recommend feed rates/order/condition appropriate to the process conditions, equipment, materials and product characteristics. 1.7 Ensure hazard identification and analysis procedures are completed, including consultation with stakeholders, and findings included in plan. 1.8 Ensure recommendations meet the identified need.
2. Prepare for trials.	2.1 Determine the availability of resources required such as materials, equipment, people and skills. 2.2 Estimate time required for trial. 2.3 Liaise with relevant stakeholders. 2.4 Schedule trial at a convenient time. 2.5 Develop documentation for the trial. 2.6 Identify potential hazards and required hazard control procedures by applying the hierarchy of control. 2.7 Determine clearance requirements and special safety and storage requirements. 2.8 Verify decisions with appropriate experts/stakeholders. 2.9 Ensure people with adequate skills are available for the trial.
3. Conduct test runs/trials	3.1 Ensure hazard controls are implemented prior to commencement. 3.2 Run trials. 3.3 Maintain communication with all relevant people. 3.4 Closely monitor critical parameters. 3.5 Recognise actual and potential problems. 3.6 Make adjustments to process conditions as required during trial. 3.7 Sample and test product as required. 3.8 Record and report performance data. 3.9 Ensure all materials, products and waste are handled correctly. 3.10 Leave plant in a condition suitable for routine production to recommence.

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ELEMENT ELEMENT	PERFORMANCE CRITERIA Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.
4. Evaluate results and identify modifications.	4.1 Interpret data from trial. 4.2 Identify factors which might be related to low rates or low charge amounts. 4.3 Recommend modifications and improvements required. 4.4 Develop and check standard operating procedure. 4.5 Complete documentation and report to appropriate personnel. 4.6 Ensure all relevant staff have required skill levels for the introduction of the new process.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Competence includes an understanding of the plant systems and all integral equipment involved in the trial to the level needed to control the system and recognise and resolve problems. In particular it includes the ability to:

- identify all items on a schematic of the plant and describe the function of each
- describe the nature/condition of materials entering and leaving each stage of the process, the changes which have occurred in that stage and why they have occurred
- state the major design features of plant equipment, plant conditions and variables and the impact of these on the properties of materials passing through them
- describe the causes and remedies of common problems such as those selected in the Range Statement
- apply the hierarchy of control to minimise the risk of hazards identified
- describe methods of changing rate and the advantages and disadvantages of each
- describe methods of controlling other process variables and the advantages and disadvantages of each.

Competence also includes the ability to isolate the causes of problems to an item of equipment within the plant system and to be able to distinguish between causes of problems/alarm/fault indications such as:

- process material variations
- instrument failure/wrong reading
- electrical failure

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- mechanical failure
- operational problem.

Language, literacy and numeracy requirements

This unit requires the ability to communicate and liaise with people at a range of levels about technical matters.

Reading is required to the level of interpreting technical specifications, manuals and procedures; and writing technical documentation such as specifications and procedures required for the trial.

Numeracy is required to the level of interpreting technical specifications and test results, analysing process data and determining required variations in process variables.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Overview of assessment

Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria and skills and knowledge.

The unit will be assessed in as holistic a manner as is practical and may be integrated with the assessment of other relevant units of competency.

Assessment will occur over a range of situations which will include disruptions to normal, smooth operation.

Critical aspects

It is essential that competence is demonstrated in the ability to recognise and analyse potential situations requiring action and then in implementing appropriate corrective action. The emphasis should be on the ability to stay out of trouble rather than on recovery from a disaster.

Consistent performance should be demonstrated. For example, look to see that:

- hazards are identified and controlled
- early warning signs of equipment/processes needing attention or with potential problems are recognised
- the range of possible causes can be identified and analysed and the most likely cause determined
- appropriate and timely action is taken to ensure the safety and success of the trial
- obvious problems in related plant areas are recognised and an appropriate contribution made to their solution.

Context and method of assessment

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This unit of competency requires a significant body of knowledge which will be assessed through questioning and the use of 'what if' scenarios both on the plant (during demonstration of normal operations and walk throughs of abnormal operations) and off the plant.

Competence in this unit may be assessed:

- using a pilot plant or a production plant as appropriate
- using a range of scenarios/case studies and 'what ifs' as the stimulus with a walk-through forming part of the response
- using a range of problems, including new, unusual and improbable situations which may have been generated from the past incident history of the plant, incidents on similar plants around the world, hazard analysis activities and similar sources
- using a suitable simulation and/or a range of case studies/scenarios
- through a combination of these techniques.

In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge; and theoretical assessment will be combined with appropriate practical/simulation or similar assessment. Assessors need to be aware of any cultural issues that may affect responses to questions.

Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Specific resources for assessment

This section should be read in conjunction with the Range Statement for this unit of competency. Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation. A bank of case studies/scenarios and questions will also be required to the extent that they form part of the assessment method. Questioning may take place either in the workplace, or in an adjacent, quiet facility such as an office or lunchroom. No other special resources are required.

Access must be provided to appropriate learning and/or assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.

Context

This unit includes all items of equipment and unit operations which form part of the trial.

Liaison

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Liaison with technical experts may (depending on trial requirements and company protocols) include one or more of:

- manufacturers
- chemists
- engineering personnel
- designers
- OHS advisors
- maintenance personnel
- potential customers.

Hazard analysis

Hazard analysis procedures may include:

- JSA/JHA (Job Safety Analysis/Job Hazard Analysis)
- hazard and operability (HAZOP) studies
- hazard analysis (HAZAN) studies
- other company specified procedures.

It is not expected that the candidate will be able to conduct technical hazard analysis procedures (such as HAZOP or HAZAN) but they should be able to interpret and use the outcomes of such analyses where relevant.

Hazards

Hazards may be determined from:

- materials safety data sheets (MSDSs)
- other relevant documentation such as hazard logs, incident reports
- company hazard identification procedures
- hazard analysis results
- standard operating procedures.

Waste handling

Waste handling may include:

- collection for re-use
- recycling
- disposal in accordance with health and environmental regulations.

Problems

Typical problems for the trial might include:

- mixing is poor
- materials do not behave as expected
- process/reaction does not proceed /proceeds too slowly
- process/reaction proceeds too quickly/runs away
- yield is low
- quality is out of specification
- process is unstable

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- instrumentation is not sufficiently sensitive/too sensitive
- variable catalyst activity
- surging flow/pressure.

Health, **Safety and Environment** (**HSE**)

All operations to which this unit applies are subject to stringent health, safety and environment requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between performance criteria and HSE requirements, the HSE requirements take precedence.

Procedures

All operations are performed in accordance with procedures.

Procedures means all relevant workplace procedures, work instructions, temporary instructions and relevant industry and government codes and standards.

Unit Sector(s)

Not applicable.

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MSAPMSUP102A Communicate in the workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit of competency covers receiving, relaying and recording written and oral messages and providing relevant information in response to requests, within time lines.

Application of the Unit

Application of this unit

This competency applies to operators who are required to receive, relay and record work related information as well as respond to information requests in the workplace.

The operator will:

- record received messages
- seek clarification, when necessary
- access needed information, as required
- relay the correct information to appropriate person/s.
-

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

This unit has **no** prerequisites.

Employability Skills Information

Employability Skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
1. Receive and relay messages	1.1 Confirm understanding of the message is correct. 1.2 Accurately record the message. 1.3 Relay message accurately to appropriate person or section within designated timelines.
2. Interpret messages.	2.1 Clarify message if necessary. 2.2 Take appropriate action.
3. Respond to information.	3.1 Acknowledge and understand the request for information. 3.2 Access information from appropriate sources. 3.3 Relay information to appropriate person or section.
4. Complete workplace forms.	4.1 Select appropriate form. 4.2 Assemble information required for form. 4.3 Complete form as required. 4.4 Submit form as required.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

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Knowledge and ability to implement organisation policies and procedures on workplace communication, including:

- types, purpose and importance of workplace documentation
- workplace codes, including numbers, symbols, signs, colours and other codes.

Competence also includes the ability to:

- listen attentively
- formulate questions to clarify work requirements or instructions
- establish effective workplace relationship with colleagues
- adapt communication to a range of social, cultural and ethnic backgrounds.

Language, **literacy and numeracy requirements**

This unit requires the ability to read and understand information contained in typical workplace documents such as standard operating procedures, material safety data sheets, job cards, maintenance logs. Everyday workplace language is used, including some technical termsand mathematical language.

Writing is required to the level of completing workplace forms and records. Types of text may include short sentences, symbols, codes, signs, sketches and may be conveyed in printed form or screen based.

Basic numeracy is needed to the extent required by work instructions and procedures.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Overview of assessment

A holistic approach should be taken to the assessment.

Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria and skills and knowledge.

In all cases it may be appropriate to assess this unit concurrently with relevant team work and communication units.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential that competence is demonstrated in the knowledge and skills defined in this unit. These may include the ability to:

- provide and assess all required information and that the information provided both verbally and in writing is completed in a clear and concise manner that is easily understood by others and in accordance with workplace requirements.
- apply approved procedures.

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Consistent performance should be demonstrated. For example, look to see that:

- all information is provided in an efficient, effective, courteous and timely manner.

Assessment method and context

Assessment will occur on-the-job or in a simulated workplace.

Competence in this unit may be assessed:

- by observation and questioning to indicate understanding
- in a situation allowing the generation of evidence of the ability to respond to problems
- by using a suitable simulation and/or a range of case studies/scenarios
- through a combination of these techniques.

In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge and theoretical assessment will be combined with appropriate practical/simulation. Assessors need to be aware of any cultural issues that may affect responses to questions.

Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Reasonable adjustment of assessment tasks will be undertaken as required.

Specific resources for assessment

This section should be read in conjunction with the Range Statement for this unit of competency. Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation. A bank of case studies/scenarios and questions will also be required to the extent that they form part of the assessment method. Questioning may take place either in the workplace, or in an adjacent, quiet facility such as an office or lunchroom. No other special resources are required.

Access must be provided to appropriate learning and/or assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.

Context

This competency applies to all work environments.

Procedures

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All operations are performed in accordance with procedures. Procedures include:

- all relevant workplace procedures
- work instructions
- temporary instructions
- relevant industry and government codes and standards
- telephone protocol , including industry timelines in answering calls.

Messages

Messages includes the following as appropriate to workplace requirements:

- written
- oral
- electronic.

Tools and equipment

This competency includes use of equipment and tools such as:

- two way radio
- computer
- telephone.

Problems

Respond to routine problems means 'apply known solutions to a limited range of predictable problems'. Typical problems may include:

- missing/lost messages
- required information not available
- required equipment not available
- conflict of work priorities.

Appropriate action for non-routine problems may be reporting to designated person or other action specified in the procedures.

Unit Sector(s)

Not applicable.

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MSAPMSUP210A Process and record information

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit of competency covers the provision and processing of all relevant information by responding to the information requirements of the plant including the completion of all workplace documents and clearly and concisely providing relevant information to others.

Application of the Unit

Application of this unit

This competency applies to operators who are required to provide information, orally or in writing in a one on one situation or as part of a group discussion.

The operator would:

- complete appropriate workplace forms
- provide appropriate workplace and technical information within their area of expertise
- identify routine information requirements seeking clarification where necessary.
-

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

This unit has **no** prerequisites.

Employability Skills Information

Employability Skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency	Performance criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
1. Access information.	1.1 Identify the need for information. 1.2 Request appropriate information. 1.3 Access information in accordance with procedures. 1.4 Comply with security procedures in accessing appropriate information.
2. Provide appropriate information.	2.1 Deal with enquiries promptly and courteously. 2.2 Establish details of enquiry by questioning and summarising. 2.3 Provide appropriate information relevant to enquirer's request. 2.4 Organise information clearly, concisely and logically. 2.5 Provide information in a form that is readily understood by others. 2.6 Provide information in a timely manner. 2.7 Redirect enquiries to relevant personnel for resolution where outside the operator's area of responsibility.
3. Give and follow routine instructions.	3.1 Give accurate, clear and concise instructions that are consistent with the skills of the receiver. 3.2 Ensure that interaction with others is efficient, effective, responsive, courteous and supportive. 3.3 Confirm that instructions are understood.

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ELEMENT ELEMENT	PERFORMANCE CRITERIA Performance criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
	3.4 Follow prescribed and routine work related sequences.
4. Provide reports.	4.1 Complete all workplace reports clearly and accurately in accordance with procedures. 4.2 Report all relevant information clearly and concisely.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Competence includes the ability to:

- describe importance of workplace documentation in relation to job role
- apply organization, operational, quality and safety policies and procedures
- apply workplace codes such as numbers, symbols, signs, colour and other codes.

Language, **literacy and numeracy requirements**

This unit requires the ability to read and interpret work instructions, procedures, operating manuals, job card and other documents provided to operators.

Writing is required to the level of completing workplace forms.

Basic numeracy is required to the extent required by work instructions and procedures.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Overview of assessment

Assessment will occur on the job or in a simulated workplace. In all cases it may be appropriate to assess this unit concurrently with relevant teamwork and communication units.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

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Competence must be demonstrated in the ability to provide and assess all required information and that the information provided both verbally and in writing is completed in a clear and concise manner, that is easily understood by others and in accordance with workplace requirements

Consistent performance should be demonstrated. For example, look to see that:

- reports and records are completed accurately, concisely and in accordance with procedures
- all information is provided in an efficient, effective, courteous and timely manner
- completion of shift handover, log books and company production records conveys all relevant information
- information sharing demonstrates effective communication processes such as turn-taking, participating in discussions and tolerating views of others in a way that contributes to the overall discussion
- notes of discussion are prepared so that they can be clearly interpreted by the receiver
- communication distinguishes between relevant and peripheral issues.

Assessment method and context

Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria and skills and knowledge. A holistic approach should be taken to the assessment.

Competence in this unit may be assessed:

- by observation and questioning to indicate understanding
- in a situation allowing the generation of evidence of the ability to respond to problems
- by using a suitable simulation and/or a range of case studies/scenarios
- by a combination of these techniques.

In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge and theoretical assessment will be combined with appropriate practical/simulation or similar assessment. Assessors need to be aware of any cultural issues that may affect responses to questions.

Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Reasonable adjustment of assessment tasks will be undertaken as required.

Specific resources for assessment

This section should be read in conjunction with the Range Statement for this unit of competency. Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation. A bank of case studies/scenarios and questions will also be required to the extent that they form part of the assessment method. Questioning may take place either in the workplace, or in an adjacent, quiet facility such as an office or lunchroom. No other special resources are required.

Access must be provided to appropriate learning and/or assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.

Context

This competency applies to all work environments and sectors within the industry.

Procedures

All operations are performed in accordance with procedures.

Procedures include all relevant workplace procedures, work instructions, temporary instructions and relevant industry and government codes and standards.

Tools and equipment

This competency includes items of equipment such as:

- telephone
- two way radio
- computer equipment.

Information sources and plant documentation may include:

- operating procedures
- work instructions
- incident procedures
- operating manuals
- quality procedures
- training program contents/materials
- safety data sheets
- job cards
- maintenance logs
- non compliance reports
- incidence and accident reports
- permits
- schematics/process flows/engineering drawings.

Reports

Reports includes the following as appropriate to workplace requirements:

- oral

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- written
- electronic
- handovers (giving/receiving).

Problems

Respond to routine problems means 'apply known solutions to a limited range of predictable problems'. Typical process and product problems may include:

- difficulty in quickly locating information required
- missing forms, logbooks etc.
- conflicting work priorities
- delays in reporting of information
- information is inaccessible
- absence of approver/ other signatories
- breakdown of communication equipment.

Appropriate action for non-routine problems may be reported to designated person

or other action identified in the procedures.

Unit Sector(s)

Not applicable.

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MSAPMSUP240A Undertake minor maintenance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit applies to operators who are involved in providing basic maintenance and the resolving of routine problems to procedures. It does not cover activities normally requiring traditional trade training.

Application of the Unit

Application of this unit

In a typical scenario a plant operator does minor maintenance activities on the plant and equipment being operated. For instance the pressure drop across a filter unit may be high, indicating the filter cartridge needs changing. The operator takes the filter unit out of operation, cleans the unit, uses the correct spanner to open the lid, installs a fresh cartridge, closes the unit using the spanner again, then cleans up the area and disposes of the spent cartridge. Typically this sort of maintenance will be done on the plant and will not require workshop type facilities.

The operator will:

- be aware of and contribute to a safe working environment
- identify and check equipment for faults
- perform basic maintenance to procedures
- complete logs and reports.
-

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

This unit has **no** prerequisites.

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Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
1. Identify maintenance requirements.	1.1 Identify equipment variations/irregularities using observed data and plant records. 1.2 Assess the urgency/priority of the situation. 1.3 Identify appropriate corrective action. 1.4 Identify correct tools and materials. 1.5 Assess the impact of the maintenance activity and communicate to appropriate personnel. 1.6 Identify hazards and risk controls. 1.7 Identify work permit requirements.
2. Prepare for maintenance activity.	2.1 Ensure equipment is turned off and isolated as required. 2.2 Clear the area of obstructions and hazardous materials. 2.3 Obtain appropriate tools, parts, materials and procedures. 2.4 Obtain the appropriate work permits and adhere to the requirements. 2.5 Communicate the impending maintenance activity to the appropriate personnel.

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ELEMENT ELEMENT	PERFORMANCE CRITERIA Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
3. Perform maintenance activity.	3.1 Access all relevant information. 3.2 Undertake maintenance activity according to procedures. 3.3 Use tools and maintenance techniques correctly. 3.4 Restore equipment to normal working condition. 3.5 Leave the work area in a clean and safe condition. 3.6 Ensure permits are signed off as appropriate.
4. Test equipment.	4.1 Test equipment according to procedures. 4.2 Return equipment to service. 4.3 Ensure equipment meets normal operating requirements.
5 Record maintenance activity.	5.1 Complete maintenance logs/plant history records. 5.2 Report maintenance activity to relevant personnel. 5.3 Identify and report outstanding maintenance requirements to relevant personnel.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Knowledge and understanding of equipment operation and maintenance practices sufficient to recognise fault and no-fault conditions in standard and non-standard situations and then determine appropriate action which is consistent with operational guidelines is required.

Knowledge of organisation procedures and relevant regulatory requirements along with the ability to implement them within appropriate time constraints and work standards.

Application of the knowledge of managing risks using the hierarchy of controls applied to the process. Application of approved hazard control, safety procedures, use of PPE in relation to handling materials, equipment operation and clean up.

Knowledge as a basis for solving maintenance problems, including:

- principles of operation of the equipment to be maintained
- function and troubleshooting of major internal components and their problems
- appropriate testing procedures and use of equipment for a range of equipment faults

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- typical causes of equipment failures and the service conditions which may increase maintenance
- types and nature of maintenance (preventative, predictive, corrective) uses, benefits and limitations
- urgency and timeliness factors in maintenance
- maintenance planning/scheduling/records systems
- identification of tools, materials and spare parts
- basic techniques for using and handling tools
- physical measurement, alignment and clearance principles.

Competence also includes the ability to:

- plan own work, including predicting consequences and identifying improvements
- identify factors which may affect product quality or production output and appropriate remedies
- identify when the operator is able to rectify faults and when assistance is required.

Language, **literacy and numeracy requirements**

This unit requires the ability to read and interpret typical equipment specifications schematics and diagrams.

Writing is required to the level of completing workplace forms and production reports.

Basic numeracy is required, to interpret plant data and maintenance schedules.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Overview of assessment

A holistic approach should be taken to the assessment.

Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria and skills and knowledge.

Where the completion of this unit requires working under a permit/clearance, then competency must also be established in *PMAPER200C Work in accordance with an issued permit*, or other appropriate unit.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential that competence is demonstrated in the knowledge and skills defined in this unit. These may include the ability to:

- understand the procedures and know the importance of critical operational systems
- recognise potential situations requiring action and then implement appropriate action.

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Consistent performance should be demonstrated. For example, look to see that:

- early warning signs of equipment in need of attention/with potential problems are recognised
- appropriate equipment tests are undertaken and analysed appropriately
- proposals for equipment repair are based upon the most appropriate and cost effective method to return equipment to full performance in a timely manner
- maintenance activities are completed safely and to procedures.

Assessment method and context

Assessment will occur on industrial equipment and will be undertaken in a work-like environment.

Competence in this unit may be assessed:

- on a processing plant, allowing for operation under all normal and a range of abnormal conditions
- in a situation allowing the generation of evidence of the ability to respond to problems
- by using a suitable simulation and/or a range of case studies/scenarios
- through a combination of these techniques.

In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge and theoretical assessment will be combined with appropriate practical/simulation or similar assessment. Assessors need to be aware of any cultural issues that may affect responses to questions.

Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Specific resources for assessment

This section should be read in conjunction with the Range Statement for this unit of competency. Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation. A bank of case studies/scenarios and questions will also be required to the extent that they form part of the assessment method. Questioning may take place either in the workplace, or in an adjacent, quiet facility such as an office or lunchroom. No other special resources are required.

Access must be provided to appropriate learning and/or assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.

Context

This competency applies to all work environments and sectors within the industry. It does not include maintenance that would require trade level skills. It is not intended that this competency would cover maintenance that is carried out in a workshop.

Procedures

All operations are performed in accordance with procedures.

Procedures mean all relevant workplace procedures, work instructions, temporary instructions, standard operating procedures, plant description manuals, manufacturer instructions, specifications, service manuals, machine circuit diagrams for hydraulic/pneumatic and electrical/electronic circuits and relevant industry and government codes and standards.

Maintenance activities

This competency unit includes minor maintenance such as the following:

- operational maintenance (eg connection-disconnection of hoses, greasing, lubrication and lubricant systems, adjusting sealing glands, cleaning and changing filters, 'nipping up' flanges)
- general cleaning
- removal and replacement (eg gland packing, changing blades or cutters, replacing gaskets, replacing /maintaining seals, changing filter elements, servicing strainers).

Tools and equipment

This competency includes use of equipment and tools such as:

- hand tools
- specialised tools
- measuring and aligning equipment.

Hazards

Typical hazards include:

- rotating and moving machinery
- process materials, solids, liquids and gases under pressure or flowing
- hot surfaces or materials
- temporary connections or by-passes
- electrical, hydraulic or pneumatic energy sources
- out of specification operation.

Problems

Respond to/rectify 'non-routine problems' means 'apply known solutions to a variety of predictable problems'. Typical process and product problems may include:

- out-of-specification product or variations
- response of equipment to materials variations

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- equipment in need of maintenance.

Variables

Key variables to be monitored include:

- equipment performance (eg speed, output, variations)
- equipment component performance
- sequences and timing of operations
- materials changes (desired and not desired).

Data and Records

Typical information sources, observed data and plant records may include:

- plant data
- log sheets
- operational and performance reports
- physical aspects such as noise, smell, feel and pressure condition monitoring information
- planned maintenance schedules
- procedures
- manufacturer specifications, instructions, service manuals and other information.
-

Unit Sector(s)

Not applicable.

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MSAPMSUP292A Sample and test materials and product

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This competency covers the taking of routine samples and the conducting of simple tests.

Application of the Unit

Application of this unit

This competency applies to operators who are required to undertake the routine sampling and testing in the workplace. Testing will typically also be done in the workplace or in a 'factory laboratory' (or bench) adjacent to/in the factory. Tests will be simple, routine tests to procedure. This competency is typically performed by operators working either independently or as part of a work team. The operator:

- takes the sample
- performs the test
- makes a simple interpretation of the test results
- takes actions specified based on the test results
- completes logs and reports.

More advanced sampling and testing should use the relevant units from *PML04 Laboratory Operations Training Package*.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

This unit has **no** prerequisites.

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Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
1. Take sample.	1.1 Determine type of sample and sampling equipment required. 1.2 Check sampling equipment is clean and in good order. 1.3 Take sample(s) of required type(s), from the required place(s) and at the required time(s) and place in required container(s). 1.4 Label sample(s) to procedure. 1.5 Carry sample(s) to required place.
2. Complete test.	2.1 Check test required from procedures/work instruction. 2.2 Check sample identification and integrity. 2.3 Check test equipment is clean, in good order and within calibration. 2.4 Complete test(s) required as per standard procedures/ instructions.
3. Interpret results and take action.	3.1 Note anything about sample, equipment or the test itself which may have caused it to give a bad result. 3.2 Compare results to specification.

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ELEMENT ELEMENT	PERFORMANCE CRITERIA Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
	3.3 Take action appropriate to the test results and any other observations.
4. Complete sample and test cycle.	4.1 Complete required records. 4.2 Store and/or dispose of sample as required. 4.3 Clean all equipment and leave ready for next sample/test.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Application of knowledge of the sampling and testing techniques used sufficient to recognise a suspicious test result cause by a fault in these areas.

Knowledge of organisation procedures and relevant regulatory requirements along with the ability to implement them within appropriate time constraints and work standards.

Knowledge and skills in sampling and testing sufficient for consistent and meaningful test results including:

- basic principles of taking the particular sample
- basic principles of the particular test
- sample techniques and requirements
- test methods used and critical factors leading to good/poor test results.

Language, **literacy and numeracy requirements**

This unit requires the ability to read and interpret typical sampling and testing methods/procedures and to read and interpret numbers or other test result data.

Writing is required to the level of completing workplace forms and labelling samples.

Basic numeracy is required to read and interpret test results and undertake minor data manipulation such as might be required for the test, test interpretation or reporting.

Evidence Guide

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The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Overview of assessment

A holistic approach should be taken to the assessment.

Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria and skills and knowledge.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential that competence is demonstrated in the knowledge and skills defined in this unit. These may include the ability to:

- take a sample correctly
- undertake tests with adequate reproducibility
- select and use the appropriate procedures.

Assessment method and context

Assessment will occur in a factory testing environment and will be undertaken in a work-like environment.

Competence in this unit may be assessed:

- by using appropriate, industrial testing regimes
- in a situation allowing the generation of evidence of the ability to respond to problems
- by using a suitable simulation and/or a range of case studies/scenarios
- through a combination of these techniques.

In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge and theoretical assessment will be combined with appropriate practical/simulation or similar assessment. Assessors need to be aware of any cultural issues that may affect responses to questions.

Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Specific resources for assessment

This section should be read in conjunction with the Range Statement for this unit of competency. Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation. A bank of case studies/scenarios and questions will also be required to the extent they form part of the assessment method. Questioning may take place either in the workplace, or in an adjacent, quiet facility such as an office or lunchroom. No other special resources are required.

Access must be provided to appropriate learning and/or assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.

Context

This competency unit includes the range of sampling and testing which may be carried out in a plant/factory, or in a manufacturing laboratory. It typically applies to operators who carry out a narrow range of tests as part of their job.

It does NOT include testing which would normally be conducted in a laboratory, nor operators carrying out a wide range of testing which is a significant part of their job role. These competencies are more properly covered by *PMLTEST300A Perform basic tests* or other units from the Laboratory Operations Training Package.

The tasks covered by this competency include:

- receiving, handling and storing samples
- preparing for sample collection
- performing sample collection
- performing sample preparation
- performing tests
- recording results.

Problems

'Respond to routine problems' means 'apply known solutions to a limited range of predictable problems'. Typical problems include:

- correct sampling technique
- test equipment condition/calibration
- consistent test technique according to standard procedure
- correct recording of result
- interpretation of result and the initiation of appropriate action
- correct retention/disposal of sample/test materials.
-

Unit Sector(s)

Not applicable.

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MSAPMSUP390A Use structured problem solving tools

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This competency covers the solving of process and other problems, beyond those associated directly with the process unit/equipment, using structured process improvement tools to identify improvements and/or solve problems.

Application of the Unit

Application of this unit

The competency is typically performed by an experienced operator, team leader or supervisor.

Generally the person would be part of a team during the solving of complex or systemic problems and would be expected to perform all parts of this unit and at all times would be liaising and cooperating with other members of the team. This includes:

- using a range of formal problem solving techniques
- identifying and clarifying the nature of the problem
- devising the best solution
- evaluating the solution
- developing an implementation plan to rectify the problem.

This unit does not cover the solving of problems undertaken as part of the operator's normal role which is covered in the relevant operation competency unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

This unit has **no** prerequisites.

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Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
1. Identify the problem.	1.1 Identify variances from normal operating parameters and product quality. 1.2 Define the extent, cause and nature of the problem by observation and investigation. 1.3 State and specify the problem clearly.
2. Determine fundamental cause of problem.	2.1 Identify possible causes based on experience and the use of problem solving tools/analytical techniques. 2.2 Develop possible cause statements. 2.3 Identify fundamental cause.
3. Determine corrective action.	3.1 Consider all possible options for resolution of the problem. 3.2 Consider strengths and weaknesses of possible options. 3.3 Determine corrective action to remove the problem and possible future causes. 3.4 Develop implementation plans identifying measurable objectives, resource needs and timelines in accordance with safety and operating procedures. 3.5 Develop recommendations for ongoing monitoring

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ELEMENT ELEMENT	PERFORMANCE CRITERIA Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
	and testing.
4. Communicate recommendations.	4.1 Prepare report on recommendations. 4.2 Present recommendations to appropriate personnel. 4.3 Follow up recommendations if required.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Competence includes a thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognise non-standard situations.

This unit of competency includes use of analytical techniques in problem solving such as:

- brainstorming
- fishbone diagrams/cause and effect diagrams
- process logic/process requirements
- logic tree
- similarity/difference analysis
- Pareto analysis
- force field/SWOT analysis
- flow charts
- control charts, runcharts and graphs
- scattergrams.

Action plans to solve problems are prepared including:

- priority requirements
- measurable objectives
- resource requirements
- methods for reaching objectives
- timelines
- coordination and feedback requirements
- safety requirements
- risk assessment
- environmental requirements.

Language, **literacy and numeracy requirements**

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This unit requires the ability to read and interpret typical product specifications, job sheets and material labels as provided to operators.

Writing is required to the level of report writing and completing workplace forms.

Basic numeracy is also required, eg to interpret quality data and graphs.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Overview of assessment

A holistic approach should be taken to the assessment.

Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria and skills and knowledge.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential that competence is demonstrated in the knowledge and skills defined in this unit. These may include the ability to apply and explain:

- relevant equipment and operational processes
- enterprise policies and procedures
- enterprise goals, targets and measures
- enterprise quality, OHS and environmental requirements
- principles of decision-making strategies and techniques
- enterprise information systems and data collation
- industry codes and standards.

Consistent performance should be demonstrated. For example, look to see that:

- problems are recognised and clarified
- possible causes are identified, based on experience and use of analytical techniques in solving the problem, including:
  - identifying variations
  - identifying cause and effect
  - separating single problems from multiple problems
  - recognising recurring problems.
- fundamental cause of process or equipment faults is determined
- corrective/preventative implementation plans are developed to avoid recurrence of the problem
- implementation plan is presented to relevant personnel.

Assessment method and context

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Assessment will occur on the job or in a simulated workplace.

Competence in this unit may be assessed:

- in a situation allowing the generation of evidence of the ability to recognise and respond to problems
- by using a suitable simulation and/or a range of case studies/scenarios
- through a combination of these techniques.

In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge and theoretical assessment will be combined with appropriate practical/simulation or similar assessment. Assessors need to be aware of any cultural issues that may affect responses to questions.

Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Specific resources for assessment

This section should be read in conjunction with the Range Statement for this unit of competency. Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation. A bank of case studies/scenarios and questions will also be required to the extent that they form part of the assessment method. Questioning may take place either in the workplace, or in an adjacent, quiet facility such as an office or lunchroom. No other special resources are required.

Access must be provided to appropriate learning and/or assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.

Context

The competency unit applies to a wide range of processes and equipment. The process manufacturing technical units of competency include a problem solving element where problems specific to that competency unit are to be resolved. This competency unit is where structured problem solving techniques are to be applied more broadly, or with greater depth/rigour than is implied by the problem solving element of the technical units.

In large plants or manufacturing organisations with multiple processes, it may apply to more than one process if those processes interact with each other. It applies to all operators across all functions.

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Procedures

All operations are performed in accordance with procedures.

Procedures include all relevant workplace procedures, work instructions, temporary instructions and relevant industry and government codes and standards.

Hazards

Typical hazards include leaks, spillages and equipment hazards that can occur during the walk-through of a plant.

Problems

'Anticipate and solve problems' means resolve a wide range of routine and non-routine problems, using product and process knowledge to develop solutions to problems which do not have a known solution/a solution recorded in the procedures.

Typical process and product problems may include:

- non- routine process and quality problems
- equipment selection, availability and failure
- teamwork and work allocation problems
- safety and emergency situations and incidents.
-

Unit Sector(s)

Not applicable.

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MSL974003A Perform chemical tests and procedures

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the ability to interpret chemical test requirements, prepare samples, conduct pre-use and calibration checks on equipment and perform routine chemical tests/procedures. These tests will involve several measurement steps. The unit includes data processing and interpretation of results and tracking of obvious test malfunctions where the procedure is standardised. However, personnel are not required to analyse data, optimise tests/procedures for specific samples or troubleshoot equipment problems where the solution is not apparent.

Application of the Unit

Application of the unit	This unit of competency is applicable to laboratory or technical assistants and instrument operators in all industry sectors. Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Interpret and schedule test requirements	1.1. Review test request to identify samples to be tested, test method and equipment/instruments involved 1.2. Identify hazards and enterprise control measures associated with the sample, preparation/test methods, reagents and/or equipment 1.3. Plan work sequences to optimise throughput of multiple samples, if appropriate
2. Receive and prepare samples	2.1. Log samples using standard operating procedures (SOPs) 2.2. Record sample description, compare with specification and note and report discrepancies 2.3. Prepare samples and standards in accordance with chemical testing requirements 2.4. Ensure traceability of samples from receipt to

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ELEMENT	PERFORMANCE CRITERIA
	reporting of results
3. Check equipment before use	3.1. Set up equipment/instruments in accordance with test method requirements 3.2. Perform pre-use and safety checks in accordance with relevant enterprise and operating procedures 3.3. Identify faulty or unsafe components and equipment and report to appropriate personnel 3.4. Check equipment calibration using specified standards and procedures, if applicable 3.5. Quarantine out of calibration equipment/instruments 3.6. Ensure reagents required for the test are available and meet quality requirements
4. Test samples to determine chemical species or properties	4.1. Operate equipment/instruments in accordance with test method requirements 4.2. Perform tests/procedures on all samples and standards, if appropriate, in accordance with specified methods 4.3. Shut down equipment/instruments in accordance with operating procedures
5. Process and interpret data	5.1. Record test data noting atypical observations 5.2. Construct calibration graphs, if appropriate, and compute results for all samples from these graphs 5.3. Ensure calculated values are consistent with expectations 5.4. Record and report results in accordance with enterprise procedures 5.5. Estimate and document uncertainty of measurement in accordance with enterprise procedures, if required 5.6. Interpret trends in data and/or results and report out of specification or atypical results promptly to appropriate personnel 5.7. Determine if obvious procedure or equipment problems have led to atypical data or results
6. Maintain a safe work environment	6.1. Use established safe work practices and personal protective equipment to ensure personal safety and that of other laboratory personnel 6.2. Minimise the generation of wastes and environmental impacts 6.3. Ensure the safe collection of laboratory and hazardous waste for subsequent disposal 6.4. Care for and store equipment and reagents as

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ELEMENT	PERFORMANCE CRITERIA
	required
7. Maintain laboratory records	7.1. Enter approved data into laboratory information management system 7.2. Maintain confidentiality and security of enterprise information and laboratory data 7.3. Maintain equipment and calibration logs in accordance with enterprise procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- interpreting test methods and procedures
- sample preparation procedures
- performing calibration checks
- using instruments for qualitative and/or quantitative analysis
- maintaining and evaluating reagents
- troubleshooting basic equipment/method
- using calculation methods, including appropriate units, uncertainties, balancing equations, and the concentration of the solution given the chemical reaction for the titration
- preparing calibration graphs and calculating results using appropriate units and precision
- applying theoretical knowledge to interpret gross features of data and make relevant conclusions such as identifying atypical results as out of normal range or an artefact
- tracing and sourcing obvious causes of an artefact
- recording and communicating results in accordance with enterprise procedures
- maintaining security, integrity, traceability of samples, sub-samples, test data, results and documentation

Required knowledge

Required knowledge includes:

- chemical principles and concepts underpinning test/procedure
- purpose of the tests

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REQUIRED SKILLS AND KNOWLEDGE
• concepts of metrology • principles and concepts related to equipment/instrument operation and testing • function of key components of the equipment/instrument and/or reagents • effects of modifying equipment/instrument variables • use of calibration procedures • enterprise and/or legal traceability requirements • relevant health, safety and environment requirements

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors should ensure that candidates can: • interpret test methods/procedures accurately • prepare and test samples using procedures appropriate to the nature of sample • perform calibration checks (if required) • safely operate test equipment/instruments to enterprise standards and/or manufacturer's specification • prepare calibration graphs and calculate results using appropriate units and precision • apply basic theoretical knowledge to interpret gross features of data and make relevant conclusions • identify atypical results as out of normal range or an artefact • traces and source obvious causes of an artefact • communicate problems to a supervisor or outside service technician • record and communicate results in accordance with enterprise procedures • maintain security, integrity, traceability of samples, sub-samples, test data and results and documentation.
Context of and specific resources for	This unit of competency is to be assessed in the

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assessment	workplace or simulated workplace environment. This unit of competency may be assessed with: • *MSL924001A Process and interpret data* • *MSL974001A Prepare, standardise and use solutions*. Resources may include: • standard laboratory equipped with appropriate test equipment/instruments, standards and reagents • enterprise procedures and standard methods.
Method of assessment	The following assessment methods are suggested: • review of test data/results obtained by the candidate over a period of time to check accuracy, consistency and timeliness of results • review of test records and workplace documentation completed by the candidate • observation of candidate conducting a range of chemical tests and procedures and sample preparation • feedback from peers and supervisors • oral or written questioning of chemical principles and concepts, test methods and enterprise procedures. In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability. Access must be provided to appropriate learning and/or assessment support when required. The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.
This competency in practice	Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. **Manufacturing**

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	Ultraviolet spectroscopy is a suitable method for determining the concentration of sulphanilamide in pharmaceutical preparations. The ultraviolet absorption spectrum is pH dependent, with the wavelength maximum different in acid and alkaline solutions. Example: a technician was conducting an analysis and noted that the wavelength maxima had moved from approximately 250nm to below 230nm. After reviewing the procedure being used and checking for possible errors, the technician found that an incorrect solvent had been used for the analysis. The hydrochloric acid solvent was replaced with sodium hydroxide, as per the standard method, and the correct absorption spectrum was obtained. **Environmental** A technician was asked to test water samples from a local lake over several days to determine the lake's nutrient levels following reports of algal blooms in the lake over the preceding weeks. He/she used a field colorimeter kit to determine both nitrates and orthophosphates using SOPs. Because the same colorimetric cells were used for the nitrate and orthophosphate tests, they were carefully washed and rinsed with distilled water between all tests (as specified in the SOP). After reviewing the results from the first three days, the technician noted that the first orthophosphate result, which was done immediately after all the nitrate tests, was much higher than subsequent orthophosphate tests which were all consistently low. The technician argued that the 'high' results for the first orthophosphate test may be due to cross-contamination from trace amounts of reagents used in previous nitrate tests despite having closely followed the cleaning/rinsing SOPs. After discussion with his/her supervisor, the technician modified the field procedures by using totally different colorimetric cells for the nitrate and orthophosphate tests. For all subsequent tests no 'high' orthophosphate results were obtained for the first sample. As a result, the laboratory supervisor amended the SOPs to incorporate this new requirement. **Food processing** Regular checks are conducted on the percentage of salt in cheese at a dairy company's laboratory. A technician checks the results from the airomatic salt-titration

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	equipment and, if the results are abnormal, notifies the supervisor before taking appropriate action. After obtaining a high result, for example, the assistant notified the supervisor and then began checking the machine to identify a possible reason for the high reading. He/she found that the supply bottle of silver nitrate used in the test was almost empty. This had resulted in less solution being pumped through the equipment than required, leading to graph readings that indicated a high percentage of salt. After replacing the silver nitrate bottle and recalibrating the equipment, the assistant retested the cheese samples and found that they contained the expected 1-2% salt.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Codes of practice	Where reference is made to industry codes of practice, and/or Australian/international standards, it is expected the latest version will be used

Standards, **codes**, **procedures and/or enterprise requirements**	Standards, codes, procedures and/or enterprise requirements may include:
	• Australian and international standards, such as:
	  • AS 2134.1-1999 Recommended practice for chemical analysis by atomic absorption spectrometry - Flame atomic absorption spectrometry
	  • AS 2162.1-1996 Verification and use of volumetric apparatus - General - Volumetric glassware
	  • AS 3753-2001 Recommended practice for chemical analysis by ultraviolet/visible spectrophotometry

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	• AS ISO 1000-1998 The international system of units (SI) and its application • AS ISO 17025-2005 General requirements for the competence of testing and calibration laboratories • AS/NZS 2243 Set:2006 Safety in laboratories set • AS/NZS ISO 9000 Set:2008 Quality management systems set • Australian code of good manufacturing practice for medicinal products (GMP) • calibration and maintenance schedules • enterprise recording and reporting procedures • equipment manuals • equipment startup, operation and shutdown procedures • industry methods, such as Royal Australian Chemical Institute (RACI) and/or American Association of Cereal Chemists (AACC) methods for inorganic constituents • material safety data sheets (MSDS) and safety procedures • material, production and product specifications • national measurement regulations and guidelines • principles of good laboratory practice (GLP) • production and laboratory schedules • quality manuals and equipment and procedure manuals • SOPs • waste minimisation and safe disposal procedures
Sample preparation processes	Sample preparation processes may include: • grinding • mulling • preparation of discs • digestion • dissolving • ashing • refluxing • tracting

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RANGE STATEMENT	
	• filtration • evaporation • flocculation • precipitation • washing • drying • centrifugation

Non-instrumental test/procedures	Non-instrumental test/procedures may include:
	• gravimetric analysis:
	  • loss on drying
	  • suspended solids
	  • ashes, such as sulphated and gravimetric assays (e.g. sulphates and nitrogen in fertilisers)
	  • Ni by dimethylglyoxime
	  • bitumen content of asphaltic concrete
	• titrimetric analysis:
	  • acid/base determinations
	  • complexiometric, such as water hardness, Fe by dichromate and binder content analysis
	  • redox, such as precipitation of chlorides in water
	  • dissolved oxygen (DO), chemical oxygen demand (COD) and biochemical oxygen demand (BOD)
	• filtration, separation and solvent extraction techniques
	• corrosion testing, cement content and accelerated weathering

Instrumental tests	Instrumental tests may include: • spectrometry • chromatography • electrochemistry
Types of instrumentation and instrumental techniques	Types of instrumentation and instrumental techniques may include: • colorimetric techniques, such as enzyme activity, chlorine in water, specific cations and anions

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RANGE STATEMENT	

	• infrared, ultraviolet-visible (UV-VIS) spectrophotometry
	• other spectrometric techniques:
	  • fluorimetric analysis, flame atomic emission and flame atomic absorption spectrometry
	  • fourier transform infrared
	• chromatographic techniques:
	  • column and thin layer analytical and preparative chromatography
	  • gas or liquid chromatography for purity, raw material and formulation checks
	  • ion chromatography for detection of nitrates, phosphates, sulphates, chlorides and bromides
	  • gel filtration chromatography for purification of proteins
	• electrochemical techniques, such as pH, eH, conductivity and ion-selective electrodes
	• electrophoretic techniques for DNA patterns and determination of protein purity
	• soil testing:
	  • moisture content
	  • organic matter content
	  • specific anions and cations
	• auto-analysers for determination of total P, total Kjeldahl N, orthophosphate, nitrite/nitrate and ammonia

Chemical principles and concepts	Chemical principles and concepts may include: • ions, atoms, molecules, bonding and links to chemical properties • chemical reactions involving acid/base, redox, complex ion formation, solubility and equilibrium • energy levels and absorption/emission spectra
Chemical tests methods	Chemical tests methods may include: • control of starting materials, in-process materials and finished products • environmental monitoring • basic troubleshooting and/or problem solving

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	within the scope of SOPs and enterprise processes

Hazards	Hazards may include:
	• chemicals:
	  • acids (e.g. sulphuric, perchloric and hydrofluoric)
	  • heavy metals and pesticides
	  • anions (e.g. fluoride)
	  • hydrocarbons (e.g. mono-aromatics)
	• aerosols from broken centrifuge tubes, pipetting
	• sharps and broken glassware
	• flammable liquids and gases
	• cryogenics, such as dry ice and liquid nitrogen
	• fluids under pressure, such as hydrogen in gas liquid chromatography, acetylene in atomic absorption spectrometry
	• sources of ignition
	• high-temperature ashing processes
	• disturbance or interruption of services

Hazard control measures:	Hazard control measures may include: • ensuring access to service shut-off points • recognising and observing hazard warnings and safety signs • labelling of samples, reagents, aliquoted samples and hazardous materials • handling and storage of hazardous materials and equipment in accordance with labelling, MSDS and manufacturer's instructions • identifying and reporting operating problems or equipment malfunctions • cleaning and decontaminating equipment and work areas regularly using enterprise procedures • using personal protective clothing and equipment, such as gloves, safety glasses and coveralls • using containment facilities (PCII, PCIII and PCIV physical containment laboratories), containment equipment (biohazard containers, laminar flow cabinets, Class I, II and III

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	biohazard cabinets) and containment procedures • reporting abnormal emissions, discharges and airborne contaminants, such as noise, light, solids, liquids, water/waste water, gases, smoke, vapour, fumes, odour and particulates to appropriate personnel
Records	Records may include: • test and calibration results • equipment use, maintenance and servicing history • faulty or unsafe equipment
Occupational health and safety (OHS) and environmental management requirements	OHS and environmental management requirements: • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or federal legislation - these requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health

Unit Sector(s)

Unit sector	Testing

Competency field

Competency field	

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Co-requisite units

Co-requisite units		

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MSL974008A Capture and manage scientific images

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the ability to capture accurate and reproducible images of scientific (environmental, medical and technical) subjects using a scientific approach and enterprise procedures/protocols to ensure the integrity of the image. It also includes the ability to generate and maintain pre- and post-image capture records to ensure that images can be reproduced.

Application of the Unit

Application of the unit	This unit of competency is applicable to laboratory technicians in all industry sectors. Personnel who capture images as a substantial part of their job role, should consider accessing the following units of competency from the *CUV40403 Certificate IV in Photoimaging* from CUV03 *Visual Arts, Crafts and Design Training Package*: • *CUVPHI04B Apply photoimaging lighting techniques* • *CUVPHI05B Use a 35mm SLR camera or digital equivalent* • *CUVPHI06B Plan and carry out image capture in response to a brief* • *CUVPHI07B Process photoimages to work print/file stage* • *CUVPHI511A Produce technical photoimages*. Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Establish requirements for image capture	1.1. Define requirements and purpose of the work and create a brief 1.2. Choose an imaging technique that maintains the integrity and veracity of the subject and fulfils the work requirements 1.3. Plan the work using technical knowledge to ensure an effective and efficient result
2. Plan and set up the	2.1. Select and assemble the required equipment

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ELEMENT	PERFORMANCE CRITERIA
shoot	2.2. Follow ethical and legal work practices at all times 2.3. Assess risks or hazards and implement safety procedures 2.4. Prepare the subject to achieve the brief
3. Capture and reproduce the required image	3.1. Expose media or film and accurately document the work in progress 3.2. Review the image against the work requirements and repeat if necessary 3.3. Reproduce the image to specification
4. Keep records and deliver images	4.1. Accurately and retrievably record the request, technical specifications and images so that they are retrievable 4.2. Store records safely and securely to archival standards 4.3. Follow copyright and crediting policies and procedures 4.4. Make the images available to the client, discuss the results and ensure that requirements have been met

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- creating and interpreting a brief
- applying an imaging technique that best meets the specifications and purpose of the job
- using a back-up system of image capture when shooting images
- producing consistent high quality, cost effective outcomes for clients
- keeping accurate records that allow future replication of images
- working safely and in an ethical manner

Required knowledge

Required knowledge includes:

- repercussions of manipulation of images and differences between adjustment and

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REQUIRED SKILLS AND KNOWLEDGE
manipulation • scientific approach and protocols to ensure integrity of images • veracity of different types of storage media • relevant copyright, moral rights and intellectual property issues and legislation • relevant health, safety and environment requirements • enterprise policies and procedures for capturing and managing scientific images

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors should ensure that candidates can: • create and interpret a brief • apply an imaging technique that best meets the specifications and purpose of the job, consistent with enterprise procedures • provide a back-up system of image capture when shooting images • produce consistent high quality, cost effective outcomes for clients • keep accurate records that allow future replication of images • work safely and in an ethical manner consistent with legislation, regulations and codes of practice.
Context of and specific resources for assessment	This unit of competency is to be assessed in the workplace or simulated workplace environment. This unit of competency may be assessed with: • *MSL975015A Prepare animal and plant material for display*. Resources may include: • appropriate facilities, equipment and materials for image capture • enterprise procedures, equipment manuals, industry

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	catalogues and journals.
Method of assessment	The following assessment methods are suggested: • review of portfolio of work completed by the candidate • feedback from clients and supervisor • oral or written questions to assess underpinning knowledge • case studies to assess the candidate's approach to different subjects and use of a variety of imaging techniques. In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability. Access must be provided to appropriate learning and/or assessment support when required. The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.
This competency in practice	Industry representatives have provided the case study below to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. **Biomedical**, **biotechnology**, **environmental** It's Friday afternoon and a technical officer in a university biology faculty is asked, at short notice, to assist a postgraduate student to obtain images to support a presentation of her work at an international conference. She's flying out of the country to the conference on Sunday. The officer discusses the requirements with the student and determines that the images are needed for a poster presentation to show the differences between sizes of fungal spores. It is agreed that colour prints of four different sized spores are to be produced using a camera coupled to a stereomicroscope. Given the time constraints, a decision is made to use a digital image that

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EVIDENCE GUIDE	
	can be reproduced on-site. The images are produced on Friday evening and the student produces her poster on Saturday. The details of the subject, conditions and the images themselves are carefully stored for later use in the student's thesis.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Codes of practice	Where reference is made to industry codes of practice, and/or Australian/international standards, it is expected the latest version will be used
Scientific images	Scientific images may include the following types of imaging techniques: • photographic • digital • X-ray • video • prints • transparencies • direct transformation from images to data, such as reading of DNA sequencing gels • auto-radiations • micrographs • other non-visible light sources, such as ultraviolet (UV) light, fluorescence and phosphorescence • electron micrographs
Scientific subjects	Scientific subjects may include: • building sites, environmental survey and monitoring sites

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RANGE STATEMENT	
	• accident or incident sites, and injuries • forensic evidence • biological specimens • histological sections • live animals • chromatography gels
Job requirements and brief	Job requirements and brief may include: • description and specification of work, including constraints and due date • purpose of the image • specifications, such as size, purpose, audience, medium and style • interviewing and collecting information from the client • keeping records, request forms and notes
Purposes of the image	Purposes of the image may include: • publication as a thesis, presentation or on the web • temporal serial recording of changes over time • display as a poster, diorama, print or projection • preview, snapshot or proof of an image for production at a later stage • records of data for inclusion in databases • use in forensic investigation or court proceedings
Planning of the job	Planning of the job may include: • choice of type of image, media, site and conditions • preparation of the subject, such as make-up, choice of whole or part, staining, dissection, mounting, animal handling, setting up a light path for a microscope and appropriate magnification • technical requirements, such as resolution, film type, tripods, shutter speed, lens type and colour differential • back-up method and equipment for image capture • specification of final product, size, delivery, number and cost

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RANGE STATEMENT	
	• position of subject
Equipment	Equipment may include: • lighting • backdrops • camera systems and accessories
Hazards	Hazards may include: • microbiological organisms and agents associated with soil, air, water, blood and blood products, and human or animal tissue and fluids • solar radiation, dust and noise • chemicals and radioisotopes • X-rays and other sources of electromagnetic radiation (laser and UV) • manual handling of heavy objects • slips, trips and falls, falling objects and moving machinery (e.g. on building sites) • pedestrian and vehicular traffic
Safety procedures	Safety procedures may include: • recognising and observing hazard warnings and safety signs • use of personal protective equipment, such as hard hats, hearing protection, gloves, safety glasses, goggles, face guards, coveralls, gowns, body suits, respirators and safety boots • following required containment procedures through the use of appropriate equipment, such as biohazard containers, laminar flow cabinets, Class I, II and III biohazard cabinets and Class PCII, PCIII, and PCIV physical containment facilities • use of material safety data sheets (MSDS) • handling and storage of all hazardous materials and equipment in accordance with labelling, MSDS and manufacturer's instructions • following established manual handling procedures
Ethical and legal work practices	Ethical and legal work practices may include consideration of: • industry codes of practice, contracts, permits,

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RANGE STATEMENT	
	intellectual property, crediting, plagiarism and copyright • moral rights, model release, etiquette, decorum and sensitivity towards the subject, use of a chaperone and confidentiality
Production of images	Production of images may include: • sending images for processing • processing the images • use of commercial software
Storage of records	Storage of records may include: • the brief, technical specifications and images • file management (back-ups, data retrieval and storage) • paper-based, electronic or digital
Occupational health and safety (OHS) and environmental management requirements	OHS and environmental management requirements: • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or federal legislation - these requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health

Unit Sector(s)

Unit sector	Testing

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Competency field

Competency field	

Co-requisite units

Co-requisite units		

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MSS015002A Develop strategies for more sustainable use of resources

Modification History

Not applicable.

Unit Descriptor

This unit of competency covers identifying strategies for more sustainable uses of resources. The unit includes the identification of waste as defined in lean manufacturing (muda) as part of a strategy for achieving better sustainability outcomes in a process as well as quantifying theoretical and actual resource (including energy) consumption.

Application of the Unit

This unit applies inside organisations and their value chains and specifically applies to the use of resources as part of an overall response to improving sustainability. The unit has been developed with manufacturing operations as a focus. However, because of the range of organisations in a typical manufacturing value chain it may also be applied to other types of organisations.

The unit assumes that a decision to attempt to achieve more sustainable use of resources has already been made. The unit covers the skills needed for developing a strategic approach to resource use at the organisation or value chain level.

The unit does not cover the technical skills required to implement specific initiatives that may be identified as part of the strategic plan. However, there is a requirement to present and organise data. The complexity of this requirement will vary according to the type and scale of the organisation's processes. Where required, appropriate mathematics and statistics units should be selected from the MEM05 Metal and Engineering Training Package or other appropriate Training Package.

Where the carbon footprint (or water footprint or similar) of an enterprise or value chain is known, the unit can be applied to developing strategies for the reduction of that footprint.

It would typically be undertaken by a manager or technical specialist who had a major responsibility for sustainability as part of a broader work role, or sustainability may be their primary work responsibility.

For specific techniques covering the auditing of water, energy, emissions and transport, refer to relevant sustainability audit units.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

1 Quantify resource consumption	1.1 Identify all significant resources used by process
	1.2 Identify consumption measurements available for each resource
	1.3 Determine consumption for each resource
2 Quantify resource loss	2.1 Determine theoretical consumption of each resource
	2.2 Compare theoretical consumption with actual consumption
	2.3 Determine loss (emission) for each resource
3 Recommend strategies for reducing waste	3.1 Short-list high emission process steps
	3.2 Analyse process to identify emission steps or locations
	3.3 Determine root cause of emission
	3.4 Investigate methods for reducing emission
	3.5 Develop strategies and recommendations for improvement
4 Prepare resources use audit report	4.1 Identify purpose of report and key stakeholders
	4.2 Compile data, implications and recommendations
	4.3 Consult with stakeholders as appropriate
	4.4 Draft and present report

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Required Skills and Knowledge

Required knowledge includes:

- the concept of muda. Muda is usually summarised under the headings of the ‘seven wastes’ which include:
  - overproduction
  - delay/waiting
  - transportation
  - over processing
  - excess inventory
  - unnecessary motion
  - defects and rework
- methods of material balancing
- methods of energy balancing
- methods of comparing theoretical with actual resource consumption
- methods for mapping manufacturing processes and resources consumed
- methods of measuring actual resource usage
- concept of muda and muda categories
- muda reduction methods and strategies
- AS/NZS ISO 14000 Environmental Management Standards

Required skills include:

- calculating, manipulating and interpreting numerical data, including establishing series, means and averages, absolute and proportional material and energy usage per product or process, correlations and rates of change
- analysing and conducting root cause analysis
- calculating theoretical consumption of resources as the minimum amount of resources per product or process step as defined by the customer multiplied by the rate of production or process
- calculating actual consumption of resources per unit (e.g. per product, operation, site or value chain)
- writing technical reports
- consulting with technical experts and internal and external stakeholders

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Evidence Guide

Overview of assessment	A person who demonstrates competency in this unit must be able to identify and quantify resources and waste in a process, recommend strategies to reduce waste and prepare a report with recommendations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors must be satisfied that the candidate can competently and consistently apply the skills covered in this unit of competency in new and different situations and contexts. Critical aspects of assessment and evidence include: • quantifying significant resource consumption and emission using materials balancing • identifying and consulting with stakeholders • developing strategies for reducing emissions • preparing and presenting a resources use report.
Context of and specific resources for assessment	• This unit of competency is to be assessed in the workplace or a simulated workplace environment. • Assessment should emphasise a workplace context and procedures found in the candidate's workplace. • This unit of competency may be assessed with other relevant units addressing sustainability at the enterprise level or other units requiring the exercise of the skills and knowledge covered by this unit. • The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team.
Method of assessment	• In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. • Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability. • The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work-like environment.
Guidance information for assessment	

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Range Statement

Waste	Waste in this unit is used in the broader sense of 'muda' as used in lean manufacturing and the competitive manufacturing units of competency developed by Manufacturing Skills Australia (MSA)

Emissions	Emissions means all materials which enter the process/site but which do not leave as part of the product and so includes:
	• known or able to be physically measured emissions of:
	  • gases, vapours and fumes
	  • liquids
	  • solids
	• assumed emissions through material balancing
	• assumed emissions through energy loss, including heat, friction and other energy conversion yield losses

Theoretical consumption	Theoretical consumption of resources is the minimum amount of resources per product as defined by the customer multiplied by the rate of production
Actual consumption	Actual consumption is the amount of a resource entering the value chain
Significant resources	Significant resources includes resources which are deemed to be significant because they are: • high volume • high value • high environmental significance • important to the product or process • covered by legislation or regulation • important to the enterprise It need not include resources which are incidental to the activity and which are not otherwise significant

Unit Sector(s)

Sustainability

Custom Content Section

Not applicable.

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MSS402001A Apply competitive systems and practices

Modification History

New unit, superceding MSACMS200A Apply competitive manufacturing practices - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to implement basic improvement practices within an organisation using competitive systems and practices. The unit focuses on bringing together the basic concepts and the holistic application of these basic concepts and processes to operations. It would typically be carried out working as part of a team.

Application of the Unit

This unit applies to an individual in an organisation that has embarked on competitive systems and practices. The unit covers the skills and knowledge required to contribute to the competitive systems and practices processes and assumes that they are to be used within the scope of the individual's job and authority.

This unit requires the application of skills associated with planning and organising an individual's own role within the competitive systems and practices framework.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Identify own place in the value chain	1.1	Identify customers relevant to own work and their needs/requirements
		1.2	Identify suppliers for own work
		1.3	Identify value contributions along the chain
		1.4	Identify and recommend methods of increasing own contribution to the value chain
2	Improve the product and process value	2.1	Identify customer features/benefits in the product and process
		2.2	Identify aspects of product and process which contribute to customer features/benefits
		2.3	Identify aspects of product and process which do not contribute to customer benefits/features
		2.4	Recommend methods of reducing waste and increasing features/benefits
3	Use competitive systems and practices	3.1	Identify competitive systems and practices used in organisation and own work area
		3.2	Apply practices appropriate for the job or process
		3.3	Monitor the job/process and make adjustments to improve it in accordance with procedures
		3.4	Identify own skill requirements and seek skill development, if required

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- communicating with others to clarify scope of competitive systems and practices implementation and contributing suggestions for improvement
- visualising normal operational procedures in terms of flow and contribution to customer outcomes
- planning own tasks to support competitive systems and practices implementation
- implementing competitive systems and practices in own work area according to instructions
- identifying waste (muda)

Required knowledge

Required knowledge includes:

- internal and external customers and the value they derive from operations
- suppliers, their capabilities and contribution to value (this may be obtained from an existing value stream map or other enterprise documentation)
- waste (muda)
- relevant competitive systems and practices for own job and how to apply them
- factors impacting on product, operations and waste, particularly those wholly or partially under their control (and how to control them)

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	A person being assessed against this unit will work effectively in a competitive systems and practices environment, making continual positive contributions to the improvement of the business within the scope of their job.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • identify the scope of competitive systems and

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	practices implemented in their work area • identify services and/or functions supplied by suppliers and to customers • identify own tasks and responsibilities and relate them to organisation and customer requirements • identify aspects of products and process which add to or detract from customer benefit • contribute suggestions for improvement.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads, and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.

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Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control And Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted

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	so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Customers	Customers may include: • internal or external customers and should be sufficiently close to the individual's work as to be easily identifiable • final customers used as the basis for the identification of value and waste The individual does not need to interface directly with the external customer, but should be provided with sufficient information to enable them to identify customer benefits and customer features
Suppliers	Suppliers may be: • internal or external suppliers and should be sufficiently close to the individual's work as to be easily identifiable The operator does not need to interface directly with external suppliers, but should be provided with sufficient information to enable them to identify supplier contribution to their own work and to customer benefit
Procedures	Procedures may include: • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the organisation • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) and government regulations Procedures may be: • written, verbal, computer-based or in some other format

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Unit Sector(s)

Unit sector	Competitive systems and practices

Custom Content Section

Not applicable.

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MSS402002A Sustain process improvements

Modification History

New unit, superseding MSACMS201A Sustain process improvements - Not equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to prevent process improvements in their own work from slipping back to former practices or digressing to less efficient practices.

Application of the Unit

This unit applies to organisations implementing competitive systems and practices and continuous improvement. It covers the skills needed to ensure that process improvements are sustained and opportunities taken to suggest further improvements.

Improvement initiatives can be made by any of a number of methods and by teams or individuals. The unit assumes that desired levels of performance or quality are known to employees.

The unit can be applied to all areas of an organisation, including production, maintenance, logistics and office functions.

This unit requires the application of skills associated with problem solving, initiative and enterprise and self-management in order to understand implement and monitor improvement practices. It also requires the ability to identify and address personal skill gaps in order to manage own ability to implement change.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance criteria describe the performance needed to

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essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Examine previous improvements	1.1	Identify impact of previous process improvements to equipment, operations, services or products in own work area
		1.2	Identify improvements where objectives have not been met
2	Implement corrective actions	2.1	Identify corrective actions that can be taken by self on process improvements that have not met objectives
		2.2	Obtain any required approvals
		2.3	Identify any additional, personal skill gaps and seek skill development
		2.4	Adopt improved processes
3	Check changes	3.1	Identify claimed improvements
		3.2	Identify methods of observing and measuring claimed improvements in own work area
		3.3	Check if claimed improvements are occurring and report problems in accordance with procedures
4	Check for further improvements	4.1	Look for areas of possible further improvement
		4.2	Discuss further improvements with peers and supervisors
		4.3	Take action to implement improvements in accordance with procedures

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- communicating with others to clarify scope and stage of implementation of competitive systems and practices and contribute suggestions for further improvements in implementation
- visualising normal operational procedures in terms of flow and contribution to customer outcomes
- planning own tasks to support competitive systems and practices implementation
- implementing competitive systems and practices in own work area according to instructions
- identifying waste (muda)
- monitoring competitive systems and practices performance indicators in own work and work area

Required knowledge

Required knowledge includes:

- internal and external customers and the value they derive from own work area operations
- suppliers to own work area, their capabilities and contribution to customer benefit
- waste (muda)
- relevant competitive systems and practices for own job and how to apply and monitor the outcomes
- factors impacting on product, operations and waste, particularly those wholly or partially under their control (and how to control them)

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	A person being assessed against this unit will be able to demonstrate their willing adoption of new equipment, processes, procedures and practices as well as their

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	expertise at implementing them and making critical reviews of their performance in line with their level of competence and authority.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • implement and monitor process improvements in own work area against objectives • contribute suggestions for further improvement/s • apply procedures for seeking approvals and reporting non-conformances.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made

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	to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA)software, Enterprise Resource Planning (ERP)systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts

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	• standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and industry sector
Customers	Customers may be: • internal or external customers and should be sufficiently close to the individual's work as to be easily identifiable • final customers used as the basis for the identification of value and waste The individual does not need to interface directly with the external customer, but should be provided with sufficient information to enable them to identify customer benefits and customer features
Suppliers	Suppliers may be: • internal or external suppliers and should be sufficiently close to the individual's work as to be easily identifiable The operator does not need to interface directly with external suppliers, but should be provided with sufficient information to enable them to identify supplier contribution to their own work and to customer benefit
Measuring improvements	Measuring improvements may include: • personally taking measurements • arranging for measurements to be taken/made by appropriate personnel
Procedures	Procedures may include: • work instructions • standard operating procedures • formulas/recipe • batch sheets • temporary instructions and similar instructions provided for the smooth running of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing

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	practice (GMP) and responsible care) and government regulations Procedures may be: • written, verbal, computer-based or in some other format
Improvements	Improvements include: • techniques for preventing mistakes by designing the operations process, equipment and tools so that an operation literally cannot be performed incorrectly (e.g. baka-yoke) • techniques that generate warning signals were a mistake is about to be performed (poka-yoke)

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS402010A Manage the impact of change on own work

Modification History

New unit, superseding MSACMC210A Manage the impact of change on own work - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required by an employee to effectively manage the changes in their own work resulting from their organisation's implementation of competitive systems and practices.

Application of the Unit

This unit applies to an employee in an organisation implementing competitive systems and practices that affect the employee's own work. The unit includes the skills required to positively participate in ongoing and continuous change as it affects their work. The employee will be expected to deal with these changes as part of a team and to give feedback from their own perspective.

This unit requires the application of skills associated with problem solving, planning and organising and self-management for assessing and managing the impact of change on own work. This unit also requires the ability to seek information and feedback from team members on the impact of changes and suggested improvements.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Examine the impact of change on own work practices	1.1	Identify competitive systems and practices relevant to changes in own work
		1.2	Examine changes to work flow
		1.3	Examine changes to equipment/process/physical environment
		1.4	Examine changes to work relationship with team members and other teams
		1.5	Examine changes to data collection needs
		1.6	Examine changed work for impacts on health, safety and environment (HSE)
		1.7	Examine changes to quality requirements
		1.8	Identify any additional individual skill needs
		1.9	Identify other areas requiring assistance
2	Implement change	2.1	Review changes which may have an adverse impact with team leader
		2.2	Adopt changes to individual work practice
		2.3	Seek assistance in gathering/processing data, as required
		2.4	Implement the data collection/processing and take actions on resulting information in accordance with procedures
		2.5	Seek assistance/training to meet needs caused by change
3	Implement continuous	3.1	Critically examine all changes
		3.2	Identify impacts of changes both up and down the

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improvement		immediate value stream
	3.3	Identify areas for improvement
	3.4	Make recommendations for improvement in accordance with procedures

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- identifying the competitive systems and practices being implemented in the organisation that are relevant to own work, including, if implemented:
  - Just in Time (JIT) and kanban systems
  - preventative maintenance
  - 5S housekeeping
  - continuous improvement processes (e.g. kaizen)
  - waste (muda) elimination
  - formal problem solving procedures (e.g. root cause analysis (RCA))
- analysing own work procedures
- communicating with others in work area, team leaders and other employees relevant to changes in own work
- solving problems relevant to changes in own work
- identifying sources of assistance in organisation if difficulty is experienced with changes
- interpreting relevant procedures and instructions
- working as part of a team

Required knowledge

Required knowledge includes:

- features of common competitive systems and practices sufficient for identification, including:
  - JIT and kanban systems
  - preventative maintenance
  - 5S housekeeping
  - continuous improvement processes (e.g. kaizen)

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  - waste (muda) elimination
  - formal problem solving procedures (e.g. RCA)
- current processes and principles of operation
- sources of data on the process/plant and possible applications to information
- methods of determining own skill needs and developing skills, if required
- HSE principles as relevant to own job
- change implementation contacts and procedures relevant to work area
- employee assistance mechanisms in the organisation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • identify the competitive systems and practices used in their own work • identify changes to their own work flowing from the implementation of the relevant competitive systems and practices • implement changes • know when and how to seek assistance with work changes • make suggestions for improvements.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess response to

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	contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on. • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems such as Systems Control and Data Acquisition (SCADA)

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	software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • JIT, kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Managing impact of change	Managing impact of change may include: • elements being undertaken individually or as part of a team • seeking assistance from team leaders for areas outside the employee's range of responsibility and authority
Procedures	Procedures may include: • all work instructions • standard operating procedures • formulas/recipes • batch sheet • temporary instructions and similar instructions provided for the smooth running of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing

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	practice (GMP) and responsible care) and government regulations Procedures may be: • written, verbal, computer-based or in some other format
Gathering and monitoring performance data	The gathering and monitoring of performance data may be: • undertaken manually by individual employees through charts, tally sheets or keypad/board entry • collected automatically through software, such as SCADA software, ERP systems, MRP and proprietary systems
Continuous improvement	Continuous improvement in competitive systems and practices (often referred to as kaizen) includes: • the continual evaluation and improvement of all process in terms of time required, resources used, resultant quality, and other aspects relevant to the process
Value stream	The value stream begins with the customer and includes all actions (both value adding and non-value added) by both internal sections/departments and external organisations to meet a customer requirement. Depending on the operations and the customer requirement stages where value stream actions may occur include: • sales outlet/representative • information gathering, data analysis and research • product design • raw material sourcing • intermediate processing • final assembler/collation/preparation • support services (e.g. accounting, finance and legal) • storage and delivery to customer • after market support

Unit Sector(s)

Unit sector Competitive systems and practices

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Custom Content Section

Not applicable.

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MSS402020A Apply quick changeover procedures

Modification History

New unit, superseding MSACMT220A Apply quick changeover procedures - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to apply quick changeover procedures in an organisation implementing competitive systems and practices.

Application of the Unit

This unit applies to individuals in an organisation which is implementing competitive systems and practices and is pursuing quick changeover as one of its competitive operations tools. The unit can apply to quick changeovers of equipment, processes, batches or product type.

This unit covers the carrying out of these quick changeovers and also recommending improvements within the scope and authority of the individual's job.

Particular technical skills may also be required in some operations sectors and for some jobs. These skills should be gained from the Training Package relevant to the individual's industry and occupation.

This unit requires the application of skills associated with applying quick changeover procedures, including the planning and organising of own work, identifying problems and making suggestions for improvement of procedures.

This unit may not be applicable to a totally continuous operation producing only the one product, or simultaneous range of products. The unit is also not applicable to a maintenance/PVI shutdown as experienced by the continuous process manufacturers. However, where there is continuous operation on a campaign basis, it may be applied to the changeover between campaigns or similar changeovers.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Prepare for changeover	1.1	Determine when changeover will be required
		1.2	Review plans and instructions for quick changeover
		1.3	Identify role of others in quick changeover
		1.4	Obtain all required tools/parts/materials for changeover
		1.5	Organise process and tools/parts/materials ready for changeover
2	Make quick changeover	2.1	Plan changeover according to quick changeover principles
		2.2	Liaise and work with relevant people in quick changeover
		2.3	Complete changeover according to procedures
		2.4	Check output meets specification
		2.5	Debrief with all relevant stakeholders
		2.6	Note any steps which cause a problem
		2.7	Recommend changes to problematic steps
3	Improve occupational health and safety	3.1	Identify hazards to self or others in all steps/actions
		3.2	Determine risks from each hazard

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(OHS)	3.3	Identify actions which may be performed in a more ergonomic manner
	3.4	Recommend changes to improve OHS

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- determining/predicting when a changeover will occur through knowledge of products and processes in own work area
- communicating with others to clarify scope and procedures for quick changeover and contributing suggestions for improvement
- planning own tasks in quick changeover
- identifying and working to target changeover time
- working as part of a team
- setting up quick changeover using appropriate tools, process skills and procedures
- following OHS procedures and regulatory requirements and notifying risks

Required knowledge

Required knowledge includes:

- principles of quick changeover, including:
  - setting of target time for changeover
  - conversion of internal set-up time to external set-up time, where appropriate
  - simplification of changeover steps
  - monitoring and continuous improvement of changeovers
- relevant operational procedures
- target time for changeover
- relevant OHS regulations and requirements
- purposes/requirements of changeover
- methods of recommending changes
- quality requirements for products and processes
- minimisation of changeover waste (e.g. scrap and energy)

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • identify the scope and equipment to be used in a quick changeover implemented in their work area • identify the target time • understand the difference between internal and external changeover steps • identify own tasks and responsibilities in a quick changeover • identify problems in quick changeovers • contribute suggestions for improvement.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess response to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on)

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	• targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S

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	• continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Changeover	Changeover may refer to: • an exchange of equipment (often dies or tools (traditional)) • a change between products/batches or between campaigns or processes. It may be any quantum change to produce a different product or undertake a different process In competitive systems and practices equipment-based quick changeover techniques in manufacturing can often be referred to under different names, for example: • single minute exchange of die (SMED) – The term originated with die changeovers but now often refers to the ability to perform any set-up activity in a minute or less of machine or process downtime • single-digit set-up – performing a set-up activity in a single-digit number of minutes (i.e. fewer than ten) • one touch exchange of die (OTED) – literally, changing a die with one physical motion, such as pushing a button; broadly, an extremely simple procedure for performing a set-up activity
Set-up	Set-up can be divided into two types: • internal set-up (work that can be done only when the machine or process is not actively engaged in production) • external set-up (work that can be done concurrently

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	with the machine or process performing production duties) The same distinction can be applied to non-production equipment-based work areas where changeovers of processes or operations can be: • internal (requires work to stop, be reset, computers restarted, and so on) • external (where work can continue during the changeover)
Set-up time	Set-up time includes: • the work time required to change over a machine or process from one item or operation to the next item or operation
Procedures	Procedures may include: • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of operations, processes, plant and equipment • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) and government regulations Procedures may be: • written, verbal, computer-based or in some other format

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS402021A Apply Just in Time procedures

Modification History

New unit, superseding MSACMT221A Apply Just in Time (JIT) procedures - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to work in an organisation implementing Just in Time (JIT) procedures.

Application of the Unit

This unit applies to an individual working in an organisation following JIT who will need to follow procedures which are specific to JIT, such as the controlled flow of material (e.g. the use of kanban and elimination of waste). This will involve the individual in the application of the pull system to their job and the authorisation of product/material flows in accordance with procedures and their level of authority.

This unit requires the application of skills associated with planning and organising and self-management to deliver product on demand using necessary tools, equipment and processes to meet production requirements. The unit also requires an ability to recognise and act on problems that may interfere with meeting production demands.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Respond to indicator of demand	1.1	Identify pull of product through work role
		1.2	Recognise indicator of flow authorisation
		1.3	Identify production or service required
2	Make products or deliver service to demand	2.1	Make product or deliver service as required by ticket
		2.2	Identify any factors likely to prevent demand being satisfied in own work or work of the team
		2.3	Take action in accordance with procedures
3	Update demand information as required	3.1	Record information on ticket to procedures, as required
		3.2	Facilitate operation of flow authorisation as part of work
4	Recommend improvements	4.1	Examine the operation of the JIT system as it relates to own work
		4.2	Identify areas for improvement
		4.3	Identify any additional personal skill requirements to implement JIT procedures
		4.4	Recommend improvements

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

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- receiving ticket, kanban, order or other indicator of demand and interpreting correctly for own work function, including quantity, quality, time and delivery requirements
- ensuring that all production and movement of parts/material or delivery of a service for which the individual is responsible for takes place only as required by a downstream operation
- recognising and taking appropriate action on faults and other issues that may threaten the JIT delivery of own product or service
- reading and recording information on tickets or other indicators of demand
- suggest improvements to JIT system, as appropriate
- performing technical functions to meet indicators of demand from downstream and to issue indicators of demand upstream

Required knowledge

Required knowledge includes:

- relevant indicator of demands for own job
- own role in flow authorisation
- JIT methods relevant to job
- procedures for recommending improvements

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • identify the indicators of demand and the flow authorisation system in their work area • relate products and services supplied by suppliers and customers to the flow authorisation system • identify own tasks and responsibilities and relate them to the flow authorisation system • interpret received indicators of demand correctly for quantity, quality and time of delivery • contribute suggestions for improvement.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.

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	Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess response to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using some combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work

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environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • JIT, kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
JIT	JIT is a scheduling concept that calls for any item or service needed for an operation, whether a service, raw material, finished item, or anything in between to be available:

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	• precisely when the service, product or operation is to be produced or undertaken • in the right quantity and at the right quality
Product	Product may include: • a physical product • a supporting utility service, such as water, gas, power • some other service (e.g. cranes and forklifts)
Flow authorisation	Flow authorisation refers to: • a system which authorises the worker to make a product without reference to another authority
Indicator of demand	An indicator of demand may include: • kanban bin, ticket or similar • some other indicator of demand pull which authorises production or movement of an item (in some plants, this may also include authorisation using SCADA software) In continuous operations organisations, production is measured in terms of production rate (e.g. kg/h, tonne/day) and rate is increased/decreased according to the flow authorisation which may be a kanban (e.g. ticket, order from a supplier) or may be a SCADA signal from a remote facility (e.g. customer tank) saying that resupply is required or similar
Ticket	A ticket may include: • kanban or some other record, paper or electronic, which constitutes the whole or part of the flow authorising system (where kanban bins are used, there may be no other record)
Kanban	Kanban refers to: • a card or sheet used to authorise production or movement of an item and may vary in format or content between organisations and departments
SCADA	SCADA refers to: • a number of systems which automatically collect critical process data, perform required mathematical manipulations on it and then make control decisions and/or give required information to personnel for action
Pull system	A pull system refers to:

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	• an operations planning system based on making on demand, as opposed to a push system based on making for stock using a sales forecast
Procedures	Procedures may include: • work instructions • standard operating procedures • formulas/recipes, batch sheets, temporary instructions and similar instructions provided for the smooth running of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) and government regulations Procedures may be: • written, verbal, computer-based or in some other format

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS402030A Apply cost factors to work practices

Modification History

New unit, superseding MSACMT230A Apply cost factors to work practices - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required by an individual to identify cost components in their work and to be able to determine, in general terms, the cost impacts of alternative actions.

Application of the Unit

This unit applies to an individual who is required to contribute to, and be involved in, the assessment of cost factors in their work. This may be done individually or in a team environment.

The unit covers the skills to be able to assess the relative costs of the alternatives and use this as one of the key factors in making decisions. Decisions are made within the scope of the employee's authority and according to procedures. Typical decisions include those that contribute to the efficient organisation of own work and the improvement of production time and cycle times.

This unit requires the application of skills associated with problem solving to identify cost factors and cost implications of own work and self-management to apply cost-effective practices.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised

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unit of competency.	text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Identify the major cost components of product or process in own work area	1.1	Identify cost components in the product or process in own work area
		1.2	Recognise the impact of current or alternative actions on costs
2	Identify constraints to cost-efficiency	2.1	Identify required production/process rate and major costs
		2.2	Identify costs factors under individual or team control
		2.3	Relate identified costs factors to impact on overall cost of production/process
		2.4	Identify cost factors that are a constraint to cost-efficiency in own work area
3	Apply cost-efficient work practices	3.1	Identify and explain to relevant people the implications of possible actions/changes to improve cost-efficiency in simple financial terms
		3.2	Identify non-financial implications of proposed changes in discussion with relevant people
		3.3	Select actions which minimise overall costs
		3.4	Monitor actions to ensure cost-efficiency in own work area is maintained

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- communicating with others to clarify cost factors and contribute suggestions for improvement
- visualising normal operational procedures in terms of flow
- distinguishing between fixed and variable costs
- identifying fixed and variable cost components relevant to own work, including where applicable:
  - power/energy
  - materials, plant and equipment
  - production or process time, including impact on salary and wages
  - office expenses
  - government taxes and charges

Required knowledge

Required knowledge includes:

- cost components of products made
- costs concepts, such as expense and income
- major cost contributors to product (e.g. energy)
- the difference between internally and externally controlled costs
- difference between overhead, labour and consumables

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • identify the scope of their own and their teams work and relate it to the overall flow of work in the organisation • express cost factors in specific terms (e.g. cost per

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	item, process and task) and not just in a general manner • identify and express costs factors in simple financial terms • use cost factors to select lower cost alternatives when making decisions.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and

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	literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems

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	and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Cost components	Cost components include: • fixed and variable costs, such as power/energy, materials, plant and equipment, production or process time, including impact on salary and wages • office expenses, such as telephone • government taxes and charges
Process	Process may include: • a production, maintenance, logistics, office or other support process in an organisation
Overall cost	Overall cost may include: • the assessment of negative and positive financial implications • negative long-term issues, such as occupational health and safety (OHS), environmental and regulatory issues

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS402031A Interpret product costs in terms of customer requirements

Modification History

New unit, superseding MSACMT231A Interpret product costs in terms of customer requirements - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required by an individual to be able to identify the major cost components of either products or processes, the basic relationship of these to customer benefit, and use this to help minimise waste (defined as anything not delivering value as defined by the customer). It has a different focus to MSS402030A Apply cost factors to work practices, which focuses on costs in isolation, whereas this unit regards all costs not directly leading to customer benefit as waste.

Application of the Unit

This unit applies to an individual who uses their understanding of the customer's requirements of the product or process being undertaken as the basis for investigating work processes to identify waste sources and then takes action relevant to their level of competency and authority to reduce this waste. It requires an understanding of both the cost factors in the products they make and also the benefits which the customer derives from the product.

This competency may be performed individually or in a team-based environment.

This unit requires the application of skills associated with analysis and problem solving to identify waste and determine ways to minimise waste. This unit requires initiative and enterprise and application of learning in concepts of waste and waste minimisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Identify cost components deriving from customer benefit and other costs	1.1	Identify customer features/benefits in product or process being undertaken
		1.2	Identify cost components which deliver customer features/benefits and those which do not
2	Compare required performance of product or process steps with actual performance	2.1	Identify performance required to meet customer needs in own work and that of team
		2.2	Identify actual performance
		2.3	Compare cost components of products or process with current customer-related targets
		2.4	Separate costs components into those that contribute to customer features/benefits and those that do not
		2.5	Determine non-contributing cost components which are under control of the individual or team
3	Minimise waste	3.1	Recommend changes to eliminate or reduce waste
		3.2	Adopt changes which minimises waste
		3.3	Monitor effect of changes to ensure gains are made against customer features/benefits

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- identifying customer benefit in own work and that of the individual's team
- identifying financial and other performance indicators for own work and of team, including where appropriate, takt time
- communicating with others to clarify cost factors and contribute suggestions for improvement
- visualising normal operational procedures in terms of flow
- distinguishing between fixed and variable costs
- classifying fixed and variable cost components in terms of relevancy to customer benefit, including where applicable:
  - power/energy
  - materials, plant and equipment
  - production or process time, including impact on salary and wages
  - required and unnecessary downtime
  - office expenses
  - government taxes and charges

Required knowledge

Required knowledge includes:

- value as defined by the customer and the relevancy to own and team's work
- ability to access company information about:
  - customer features/benefits
  - cost components of products made
  - costs concepts, such as expense and income
  - major cost contributors to product (e.g. energy)
- the difference between internally and externally controlled costs
- difference between overhead, labour and consumables

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • identify customer benefit from own and team's work • express cost factors (financial and other factors) in specific terms (e.g. cost per item, process and task), and not just in a general manner • identify and express costs factors in simple financial terms • contribute suggestions for improvement to minimise waste and overall costs.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.

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	Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just In Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving

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	• run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Customer features/benefits	Customer features/benefits include: • characteristics of the product or service which add value to the customer, this value may be assessed in financial or features terms The customer may be: • internal or external
Performance	Performance may include: • the rate of output of the plant compared to the rate required to meet demand • takt, where takt time is the allowable time to produce one product at the rate and quality customers are demanding it (this is NOT the same as cycle time, which is the normal time to complete an operation on a product – which should be less than or equal to takt time)
Customer-related targets	Customer-related targets include: • internally set financial and operational targets that contribute to meeting customer features/benefits
Contributing and non-contributing cost components	Contributing costs include: • costs that make a direct contribution to customer features/benefits. These costs continue to need to be incurred (although they may be minimised) in order to gain the customer feature/benefit Non-contributing costs include: • other costs that do not contribute to customer features/benefits. These may be costs that must be maintained, such as regulatory compliance and occupational health and safety (OHS) costs and other costs which are not required and do not contribute to customer features and so should be eliminated if possible (this is also defined in terms of ***waste*** – see

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	below)
Waste	Waste (also known as muda in the Toyota Production System and its derivatives) includes: • any activity which does not contribute to customer or organisation benefit/features in the product Categories of waste include: • excess production and early production • delays • movement and transport • poor process design • inventory • inefficient performance of a process • making defective items Waste for this unit may include activities which do not yield any benefit to the organisation or any benefit to the organisations customers

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS402040A Apply 5S procedures

Modification History

New unit, superseding MSACMT240A Apply 5S procedures in a manufacturing environment - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required by an employee to apply 5S procedures to their own job and work area. The unit assumes the employee has a particular job and an allocated work area and that processes in the work area are known by the individual.

Application of the Unit

This unit applies to an individual in an organisation who works in an operational position as part of production, maintenance, logistics, and so on. The unit can also apply to individuals in other organisations who have a discrete role and responsibility for individually managed processes. For employees in an office, the specific office-related unit *MSS402041A Apply 5S* in an office should be selected.

This unit applies where an organisation has decided to embark on a competitive systems and practices strategy and as part of this has adopted the philosophy of 5S as one of the tools to improve performance. The employee needs to apply 5S to their job and work area and maintain the housekeeping and other standards set by 5S.

This unit requires the application of skills associated with planning and organising, problem solving and self-management, in order to identify and implement 5S housekeeping practices.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Sort needed items from unneeded	1.1	Identify all items in the work area
		1.2	Sort items to achieve deliverables and value expected by downstream and final customers
		1.3	Sort items required for regulatory or other required purposes
		1.4	Place any non-essential item in a appropriate place other than the workplace
		1.5	Regularly check that only essential items are in the work area
2	Set the workplace in order	2.1	Identify the best location for each essential item
		2.2	Place each essential item in its assigned location
		2.3	After use immediately return each essential item to its assigned location
		2.4	Regularly check that each essential item is in its assigned location
3	Shine the work area	3.1	Keep the work area clean and tidy at all times
		3.2	Conduct regular housekeeping activities during shift
		3.3	Ensure the work area is neat, clean and tidy at both beginning and end of shift

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4	Standardise activities	4.1	Follow procedures
		4.2	Follow checklists for activities, where available
		4.3	Keep the work area to specified standard
5	Sustain the 5S system	5.1	Clean up after completion of job and before commencing next job or end of shift
		5.2	Identify situations where compliance to standards is unlikely and take actions specified in procedures
		5.3	Inspect work area regularly for compliance to specified standard
		5.4	Recommend improvements to lift the level of compliance in the workplace

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- communicating with others to clarify issues during 5S implementation, communicate results and contribute suggestions for improvement
- visualising operations in terms of flow and contribution to customer outcomes
- planning own tasks in implementation of 5S
- implementing 5S in own work area according to instructions
- identifying waste (muda)
- prioritising activities and items
- reading and interpreting documents describing procedures
- recording activities and results against templates and other prescribed formats
- working with others
- solving problems

Required knowledge

Required knowledge includes:

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- operations and processes relevant to own job
- meaning and application of 5S steps to own job and work area
- principles of efficient workplace organisation
- purposes of 5S
- methods of making/recommending improvements

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • identify own tasks and responsibilities and relate them to organisation and customer requirements • identify and explain the stages of 5S • implement 5S in own work area • identify waste (muda) in the work area.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects

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	• suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems

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	• supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
5S	5S is a system of work organisation originally developed in Japan based around housekeeping principles. A close translation of the five stages in the housekeeping approach is: • sort • set in order • shine • standardise • sustain
Sort	Sort involves keeping only what is absolutely necessary for the processes in the work area. Sort includes: • clearing the work area of all non-essential equipment and materials Non-essential items are those not required to either produce product, conduct process or operations, or make required adjustments to equipment during process or operations
Set in order	Set in order includes: • assigning required equipment and materials appropriate locations in the work area

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Shine	Shine includes: • keeping the work area clean at all times. This should be carried out to a regular daily schedule against allowed time and, on most occasions, at the end of a job
Standardise	Standardising includes: • activities that help maintain the order and the housekeeping standards • using procedures and checklists developed from a procedure

Sustain	Sustain includes:
	• making sure that daily activities are completed every day regardless of circumstance
	• cleaning up after a job
	• undertaking inspections, including:
	  • informal inspections carried out often, at least weekly
	  • formal inspections carried out at least monthly
	• generating continuous improvement actions from daily activities
	• following up specific actions to generate continuous improvement

Items in work area	Items in work area may include: • tools • jigs/fixtures • materials/components • plant and equipment • manuals • personal items (e.g. bags, lunch boxes and posters) • safety equipment and personal protective equipment • other items which happen to be in the work area
Procedures	Procedures may include: • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the operation of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing

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	practice (GMP) and responsible care) and government regulations Procedures may be: • written, verbal, computer based or in some other format

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS402050A Monitor process capability

Modification History

New unit, MSACMT250A Monitor process capability - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required for gathering of data and the interpretation of simple information to determine the compliance of the process and the taking of action as defined by the procedures where the information reveals the process is out of control parameters.

Application of the Unit

This unit applies to an individual in an organisation adopting specific competitive systems and practices, usually either six sigma or statistical process control/three sigma, as a means of determining and improving the capability of their process to customer requirements. The individual is involved in collecting specified data and performing specified manipulations to the data (typically by plotting on a chart or by entering into a nominated computer program). The information is typically presented to team members in terms of graphs/charts which they are expected to interpret at a basic level and then take action in accordance with procedures to restore the process to being under control parameters.

This unit requires the application of skills associated with entering and monitoring operational data and information and requires initiative, enterprise and problem solving in identifying production variations and making improvement recommendations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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1	Collect and process data	1.1	Take specified measurements/readings, as required
		1.2	Enter data in log, computer or other record
		1.3	Manipulate and/or chart data as required by procedures
2	Identify variations that are not random and take action	2.1	Examine chart and/or reliability information
		2.2	Distinguish between random variations and those with an identifiable cause
		2.3	Take action specified in procedures when a variation with an identifiable cause occurs
3	Assist in process improvement	3.1	Collect data for process capability improvement trials
		3.2	Make recommendations for improvement
		3.3	Implement revised capability monitoring procedures

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- reading and interpreting electronic and hard copy operating instructions and documents, including where used:
  - work instructions

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  - standard operating procedures
  - formulas/recipes
  - production and batch sheets
  - temporary instructions
  - other provided operating instructions
- monitoring performance data against specifications and control parameters
- examining equipment procedures, products and processes for possible causes of variations
- identifying when corrective action is required by reference to procedures

Required knowledge

Required knowledge includes:

- data collection methods for operations in work area
- data processing techniques required
- basic variability and normal distribution
- recognition of identifiable causes in accordance with procedures
- causes of different types of identifiable causes as defined by procedures
- actions to be taken for the different causes

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence should be available of data collected and processed. There may also be evidence of assignable causes recognised and action taken. There should not be evidence of assignable causes being ignored. A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • identify the scope of operations, including required performance parameters in their work area • collect, enter and process data, including normal performance and variations • read and interpret data, including identifying variation to set parameters • determine where assignable causes can be allocated to variations and take appropriate action • participate in data collection, when required, for

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	process capability trials • contribute suggestions for improvement.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems. • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector

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Six sigma	Six sigma is a process improvement methodology based on statistical process control with six sigma limits which equates to 3.4 defects per million opportunities for each product or service transaction Six sigma is also often used as a general term covering a competitive systems and practices approach. Six sigma training typically covers several units of competency in this Training Package
Three sigma	Three sigma includes: • statistical process control with three sigma limits which equates to 3 defects per thousand opportunities for each product or service transaction
Procedures	Procedures may include: • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) • government regulations Procedures may be: • written, verbal, computer-based or in some other form
Random variation	Random variation is the term used in statistical control to refer to those variations for which no cause can be found
Identifiable cause	Identifiable cause (also referred to as assignable cause or special cause) refers to: • those variations for which a cause can be found and so the cause of the variation eliminated
Process capability	Process capability means the capability of the process to deliver to customer defined requirements. Process capability includes process stability against standardised practices and documentation to eliminate variation against customer requirements

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Unit Sector(s)

Unit sector	Competitive systems and practices

Custom Content Section

Not applicable.

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MSS402051A Apply quality standards

Modification History

New unit, superseding MSACMT251A Apply quality standards - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to apply quality standards to work operations in an organisation. The unit is designed to complement competitive systems and practices units.

Application of the Unit

This unit applies to an individual who is expected to take responsibility for the quality of their own work, and to take actions specified in the procedures and within the scope of their job and authority to ensure that quality standards are met.

This unit requires the application of skills associated with interpreting and applying workplace standards and identifying and addressing problems that interfere with quality outcomes. The unit requires initiative, enterprise and self-management to ensure quality standards are achieved.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Assess own work	1.1	Continuously check completed work against workplace standards relevant to the operation being undertaken
		1.2	Demonstrate an understanding of how the work activities and completed work relate to the next production process or processes and to the final products or services concerned
		1.3	Identify and isolate faulty components, products or processes
		1.4	Record and/or report faults and any identified causes to the supervisor concerned, where required, in accordance with workplace procedures
2	Assess quality of received components, parts or materials	2.1	Continuously check received components, parts, materials, information, service or final products against workplace standards and specifications for conformance
		2.2	Demonstrate an understanding of how the received components, parts or materials, information or service relate to the current operation and how they contribute to the final quality of the product or service
		2.3	Identify and isolate faulty components, parts, materials or information that relate to the operator's work
		2.4	Record and/or report faults and any identified causes in accordance with workplace procedures
		2.5	Identify causes of any identified faults and take corrective action as specified in workplace procedures
3	Measure components, parts or materials	3.1	Measure materials, component parts, information, service or products, as required, using the appropriate measuring instruments in accordance with workplace procedures

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4	Record information on production indicator	4.1	Record basic information on quality and other indicators of process performance in accordance with workplace procedures
5	Investigate causes of quality deviations	5.1	Investigate and report causes of deviations from specified quality standards for components
		5.2	Recommend suitable preventative action based on workplace quality standards and the identified causes of deviations from specified quality standards of materials

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- interpreting work instructions, specifications, standards and patterns appropriate to own work
- carrying out relevant visual inspections of materials, component parts and final products
- carrying out relevant physical/chemical measurements or tests
- maintaining accurate work records in accordance with procedures
- carrying out work in accordance with occupational health and safety (OHS) policies and procedures
- meeting work specifications
- communicating effectively within defined workplace procedures
- interpreting and applying defined procedures

Required knowledge

Required knowledge includes:

- relevant quality standards, policies and procedures
- relevant production processes, materials and products
- basic characteristics of materials used in the relevant production processes
- safety and environmental aspects of relevant production processes
- relevant measurement techniques and quality checking procedures
- workplace procedures
- reporting procedures

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • interpret, relevant work instructions, standards and specifications appropriate to own work • check and measure relevant quality parameters • interpret results of quality checks in terms of specifications, patterns and work standards • take required action where standards of materials, component parts, final product or work processes are found to be unacceptable • maintain accurate records.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of

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	contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis

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	• 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Quality parameters	Quality parameters may include: • finish • size • durability • product or process variations • materials • alignment • colour • damage and imperfections • time
Quality checks	Quality checks are against set parameters for the process or product. Examples include: • visual inspection • physical measurements • chemical tests • checks against patterns, templates and guides • processing time
Materials	Materials may include: • physical raw materials • orders, forms and other documentation • services required for undertaking an operation (e.g. power, water, compressed air and fuel)

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Measure	Measure includes: • those measurements which may be taken by the employee in the workplace/at their work station
Procedures	Procedures may include: • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the operation of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) • government regulations Procedures may be: • written, verbal, computer-based or in some other format
Indicators of production performance	Indicators of production performance may include: • number of items/production rate • delays and causes of delays (where known) • other information as specified in the procedures
Data entry/recording	Data entry/recording may include: • keyboard • written (including ticks or signs) • verbal
Sources of information/ documents	Sources of information/documents may include: • quality and Australian standards and procedures • work instructions, patterns, designs and recipes • organisation work procedures • manufacturer instructions for materials and equipment • organisational or external personnel • customer requirements
Investigate and report	Investigate and report includes: • following set procedures defined for such investigations Set procedures may include: • verbal instructions

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	• documented procedures • other quality procedures as implemented within an organisation or work environment

Workplace context	Workplace context includes:
	• work organisation procedures and practices relating to the manufacture and quality outcomes for products
	• conditions of service, legislation and industrial agreements, including:
	  • workplace agreements and awards
	  • federal or state/territory legislation
	  • standard work practice

Reporting/communication	Reporting/communication may include: • verbal and written communication in accordance with organisational policies and procedures • oral, written or visual communication and may include simple data
Being responsible for the maintenance of own work quality	Being responsible for the maintenance of own work quality may include: • contributing to the quality improvement of team or section output, where necessary, in accordance with workplace procedures • following safety, environmental, housekeeping and quality procedures as specified by materials/machine/equipment manufacturers, regulatory authorities and the organisation
Applicable regulations and legislation	Applicable regulations and legislation may include: • OHS legislation relevant to workplace activities • workers compensation legislation

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS402060A Use planning software systems in operations

Modification History

New unit, superseding MSACMT260A Use planning software systems in manufacturing - Not equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to access planning software (often known as Enterprise resource Planning (ERP), Materials Resource Planning (MRP and MRPII), and often by a proprietary name, to make routine business decisions required of the person as a regular part of their job.

Application of the Unit

This unit applies to an individual in an organisation using a planning software system and who must interface with that system. The unit applies to both accessing information from the planning software system and using it as an aid to decision making. This unit requires the application of communication, planning, and problem solving associated with using planning software in own work.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Use interface	1.1	Identify terminals relevant to own work station and functions
		1.2	Use keyboards, track ball/mouse and monitor and/or other peripherals to access system
		1.3	Navigate through system and screens to find program menu and data relevant to own work
		1.4	Identify and input information on own work processes at required frequency and to required detail
		1.5	Access message section and acknowledge messages
		1.6	Identify problems and make suggestions for improvements to relevance of planning software to own work
2	Access information	2.1	Identify work processes that require information from planning software system
		2.2	Obtain relevant data and information on current operations from the planning software system
		2.3	Identify the status of items in the value stream
		2.4	Access historical data and information
		2.5	Interpret information and identify and prioritise any actions required in response to information
3	Take appropriate actions in accordance with procedures	3.1	Take actions in response to information obtained from planning software
		3.2	Follow up as appropriate to ensure anticipated results have occurred
		3.3	Record adjustments and variations according to procedures

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3.4 Identify any learning needs to use planning software and seek appropriate support

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- reading and interpreting electronic and hard copy operating instructions and documents, including where used:
  - work instructions
  - standard operating procedures
  - formulas/recipes
  - production and batch sheets
  - temporary instructions
  - other provided operating instructions
- working within access control requirements of the planning software system
- identifying modules, screens, files, and so on, of software relevant to own work
- logging in and using terminals and planning software at a level of access appropriate to own work
- accurately inputting data
- searching and retrieving data
- accessing nominated assistance with planning software

Required knowledge

Required knowledge includes:

- technical knowledge needed to operate own work processes
- planning software system and operation, including:
  - terminal locations and types
  - security and access arrangements
  - range of information held in planning software relevant to own work
  - data collection methods for operations in work area
  - assistance arrangements for users of planning software
  - business activities exercised by/through the planning software system
- value created by operations for customers

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • identify the scope and relevance of planning software system to their own work • enter and retrieve data, including normal performance and variations • use planning software system to assist in own work • contribute suggestions for improvement to performance and relevance of planning software to own work area.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues

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	(third-party reports) • portfolio of evidence In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz)

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	• cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Planning software	Planning software includes: • software systems which integrate a range of business information, such as finance, logistics maintenance and production (frequently referred to as ERP, MRP, MRPII or a range of proprietary names)
Relevant data and information	Relevant data and information may include: • technical and other drawings • standard operating procedures and other work instructions • production schedules including historical data • orders and order tracking information • stock control • contact lists • occupational health and safety (OHS) information
Value stream	The value stream begins with the customer and includes all actions (both value-adding and non-value added) by both internal sections/departments and external organisations to meet a customer requirement. Depending on the operations and the customer requirement, stages where value stream actions may occur include: • sales outlet/representative • information gathering, data analysis and research • product design • raw material sourcing • intermediate processing

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	• final assembler/collation/preparation • support services (e.g. accounting, finance and legal) • storage and delivery to customer • after market support
Items in the value stream	Items in the value stream refer to information held within the planning software system that contributes to creating value as determined by the customer. Depending on the organisation it may include: • physical elements of the production system, such as sites, work stations, equipment, material, including stock, work in progress and finished products • information needed to meet customer requirements, such as designs, drawings, work instructions, standard operating procedures, standards, material lists and pricing • information not directly related to current customer requirements but required by the organisation
Procedures	Procedures may include: • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) • government regulations Procedures may be: • written, verbal, computer-based or in some other format

Unit Sector(s)

Unit sector Competitive systems and practices

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Custom Content Section

Not applicable.

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MSS402061A Use SCADA systems in operations

Modification History

New unit, superseding MSACMT261A Use SCADA systems in manufacturing - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required by an individual to interact with a System Control and Data Acquisition (SCADA) system as part of their job.

Application of the Unit

This unit applies to an individual in an organisation using a SCADA system and the individual must interface with that system. The individual will need to access this system as part of their routine and take actions based on the information they obtain from the SCADA system in accordance with procedures.

This unit requires the application of skills associated with using communication tools and technology for management of own work, planning and problem solving.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Use operator interface	1.1	Identify SCADA terminals relevant to own work station and functions
		1.2	Use keyboards, track ball, monitor and/or stand alone controllers to access/interrogate system
		1.3	Use correct level of access and find all relevant screens and information
		1.4	Access message section and acknowledge messages
		1.5	Input and output information correctly according to program and organisation requirements
2	Use information	2.1	Obtain data and information from SCADA, as required, including process, supply and product chain data
		2.2	Interpret data and information as required by own job
		2.3	Find and use relevant historical data and information
		2.4	Use manufacturer manuals or specifications, as required, to expand knowledge of SCADA system relevant to own work
		2.5	Determine and prioritise required actions
3	Make required changes in accordance with procedures	3.1	Adjust production/process in response to SCADA information
		3.2	Record adjustments and variations to specifications/schedules and report to appropriate personnel
		3.3	Seek feedback and information on adjustments to further improve procedures, where required

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- using SCADA terminals and other input devices
- reading and interpreting electronic and hard copy SCADA operating instructions and documents, including where used:
  - work instructions
  - standard operating procedures
  - temporary instructions
  - other provided operating instructions
- working within security and access control requirements of the SCADA system
- identifying modules, screens, and so on, of SCADA system relevant to own work
- accurately inputting and outputting data
- searching and retrieving data
- accessing SCADA system nominated assistance, when required

Required knowledge

Required knowledge includes:

- technical knowledge needed to operate own work processes
- hierarchy of SCADA system and operation
- information available from and controls exercised by/through the SCADA system

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • identify the scope and relevance of the SCADA system to their own work • access correct levels of the SCADA system • enter and retrieve data, including normal performance and variations

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	• use SCADA system to assist in own work.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented ,or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as SCADA software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
SCADA	SCADA refers to: • a number of systems which automatically collect

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	critical process data, perform required mathematical manipulations on it and then make control decisions and/or give required information to personnel for action In some industry sectors, the SCADA system is sometimes integrated into other sophisticated computer control systems, such as Distributed Control System (DCS). These sectors may simply refer to their SCADA as the DCS or other similar term (such as the proprietary name of the computer system). SCADA systems may provide information from outside of the process, such as stock/material levels in a customer plant and/or available supply, supply rates and pricing from a supplier plant. This information may all be accessed by the SCADA system and the employee using it in order to make production rate and other control decisions (either automatically or human assisted) about their own operations and work processes
Supply and product chains	The supply chain Includes: • all suppliers in the chain from the initial raw material up to the current step in the operations process The product chain includes: • all steps after the current step up to the final customer Competitive systems and practices organisations encompass the entire production system, beginning with the customer, and includes: • the product sale • outlet • the final assembler • product design • raw material mining and processing • all tiers of the value stream (sometimes called the supply chain) Any truly 'competitive' system is highly dependent on the demands of its customers and the reliability of its suppliers. No implementation of competitive systems and practices can reach its full potential without including the entire 'organisation' in its planning
Procedures	Procedures may include: • work instructions • standard operating procedures

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	• formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) • government regulations Procedures may be: • written, verbal, computer-based or in some other format

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS402080A Undertake root cause analysis

Modification History

New unit, superseding MSACMT280A Undertake root cause analysis - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to undertake root cause analysis (RCA) by any person. This will often be undertaken by people working in a team. This unit also covers the competencies needed by operators to contribute to an advanced maintenance strategy using RCA coupled with diagrams and charts.

Application of the Unit

This unit applies to individuals working in an organisation which is applying competitive systems and practices strategies. The unit applies to the formal problem solving to root cause that the individual must undertake in their own work area or where the individual contributes to problem solving to root cause as part of a team.

This unit requires an ability to seek and apply information from a variety of sources in order to inform RCAs. Initiative and enterprise is also required to identify quick fix and permanent solutions to problems.

Where training in a wider range of problem solving techniques and tools is required the unit MSAPMSUP390A Use structured problem solving tools should be selected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance criteria describe the performance needed to

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essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Recognise problems	1.1	Identify features or occurrences indicative of a problem
		1.2	Use appropriate tools, techniques and charts to define the problem
2	Implement quick fix	2.1	Recommend a quick fix within the scope of competency and authority
		2.2	Use technology or processes relevant to the problem to implement quick fix
3	Determine root cause	3.1	Identify a range of possible causes
		3.2	Gather data and other information to eliminate or confirm possible causes
		3.3	Use available data and information to link causes and effects
		3.4	Seek assistance, as required
		3.5	Identify root cause
4	Develop permanent solution	4.1	Identify a range of methods to eliminate the root cause or break the cause tree
		4.2	Select the most appropriate solution
		4.3	Liaise with relevant people
		4.4	Recommend or implement solution within the limits of competency and authority

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4.5 Monitor impact of solution and make further recommendations, as required

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- cooperating and working with others on problem solving
- assessing and recording information from a variety of sources
- defining potential problems factually, including:
  - location and extent of problem or incident
  - sequence of events where relevant
  - extent of deviation from normal operation or performance
- analysing potential problems across a range of varied activities and knowledge applications
- reading and constructing simple charts, such as cause and effect diagrams

Required knowledge

Required knowledge includes:

- RCA methodology, including difference between quick fixes and root cause elimination or breaking of causal tree
- principles and normal operation of equipment, plant and processes in own work area sufficient to undertake a RCA and propose solutions
- common variances to normal performance that are indicators of a problem
- use of relevant analysis tools (e.g. cause/effect diagrams, Pareto charts and 5 Whys)
- operations in own work area

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and	A person who demonstrates competency in this unit must

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evidence required to demonstrate competency in this unit	be able to provide evidence of the ability to: • undertake problem identification • use appropriate processes to achieve root cause identification • prioritise solutions • recommend solutions and implementation procedures to problems within own area and range of technical skills and knowledge • evaluate implementation of solutions.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess response to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and

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	disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree

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	Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Features or occurrences indicative of a problem	Examples of features or occurrences indicating problems include: • variation to normal plant or equipment operation • unplanned or non-conforming process or operations outcomes • out of specification products • excess scrap • accidents and emergencies • regulatory breaches • customer returns and complaints • reduction or loss of sales
Root cause	There are many possible causes of any problem. The root cause contrasts with other possible causes of a problem which when eliminated have no impact or only ameliorate the problem. Elimination of the root cause permanently eliminates the problem. There should only be one root cause for any problem and so the analysis should continue until this one cause is found.
Cause tree	The series of causes is referred to as the cause tree. Not all root causes are accessible and able to be eliminated. Breaking the cause tree is such a way that the problem cannot recur is an acceptable alternative. Not all situations can wait for the RCA and eventual elimination of the root cause as there may be serious current impacts. The quick fix will control these immediate impacts, but does not eliminate the root cause.
Quick fix	A quick fix is not a short cut or side step for a permanent solution to the root cause. It is a necessary step designed to control the immediate impacts of a problem, for example, to prevent ongoing errors or to ameliorate damage.
Appropriate techniques/charts	Appropriate techniques/charts may include: • control charts • Pareto charts

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	• run charts • flow charts • cause and effect diagrams • tree diagrams • 5 Whys analysis

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS402081A Contribute to the application of a proactive maintenance strategy

Modification History

New unit, superseding MSACMT281A Contribute to the application of a proactive maintenance strategy - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to make a positive contribution to proactive maintenance strategies, including actions that contribute to equipment uptime and overall equipment effectiveness (OEE).

Application of the Unit

This unit applies to an individual in an organisation which is following a predictive, preventative or reliability-centred maintenance strategy and which requires commitment from all employees. The employee should 'own' their equipment/plant and take an active part in the implementation of the strategy within the scope of their authority.

This unit requires the application of skills associated with accessing and maintaining equipment/plant documentation, It also requires problem solving, initiative and enterprise to continually monitor and maintain operational performance of equipment/plant used in work role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised

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unit of competency.	text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Maintain equipment/plant	1.1	Keep equipment/plant within area of responsibility clean
		1.2	Ensure equipment/plant is serviced and adjusted, as required, in accordance with procedures and own level of responsibility
		1.3	Access manufacturer manuals and specifications, where required, to expand knowledge on the maintenance of equipment/plant
		1.4	Access and update documentation on equipment/plant operation and maintenance as appropriate to workplace procedures
2	Monitor operation of equipment/plant	2.1	Regularly check key conditions of the equipment/plant as defined in workplace procedures
		2.2	Regularly check equipment/plant OEE
		2.3	Note any deviation from conditions specified in procedures
		2.4	Identify any previous occurrences of this deviation
3	Identify deviations and patterns	3.1	Identify any previous occurrences of a deviation
		3.2	Identify any related deviations which have occurred
		3.3	Identify any unusual occurrence which may be related to a deviation
4	Take action appropriate to	4.1	Liaise with relevant people regarding the deviation and the solution

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competency and authority on deviation	4.2	Implement solution and/or assist with the implementation of the solution, as appropriate

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- reading and interpreting electronic and hard copy plant, equipment, and process instructions and documents, including where used:
  - work instructions
  - standard operating procedures
  - workshop manuals and instructions from equipment manufacturers in regards to plant or equipment operation, regular maintenance, troubleshooting, and record of use or production
  - production and batch sheets
  - temporary instructions
  - other provided operating instructions
- examining equipment procedures, products and processes for possible causes of deviations from patterns of normal use
- interpreting OEE rates
- servicing and maintaining plant and equipment consistent with area of responsibility and own technical skills

Required knowledge

Required knowledge includes:

- normal behaviour of the equipment/plant
- indicators of abnormal performance
- principles of operation of plant and equipment sufficient to recognise problems and propose solutions
- appropriate cleaning and adjusting for the equipment/plant/area as required by procedures
- concept of OEE as: *availability x performance x quality rate*

where:

- availability takes into account losses due to breakdown, set up and adjustments
- performance takes into account losses due to minor stoppages, reduced speed and idling

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- quality rate takes into account t losses due to rejects, re-works and start-up waste

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • recognise deviations from normal performance patterns and deal with them appropriately • undertake operational service and maintenance on plant and equipment according to instructions.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports)

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	• portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams

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	• OEE • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Uptime	Uptime refers to: • the overall availability of the plant – it is the inverse of downtime or the unavailability of the plant. Ideal uptime is 100%
Procedures	Procedures may include: • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) • government regulations Procedures may be: • written, verbal, computer-based or in some other format

Unit Sector(s)

Unit sector Competitive systems and practices

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Custom Content Section

Not applicable.

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MSS403001A Implement competitive systems and practices

Modification History

New unit, superseding MSACMS400A Implement a competitive manufacturing system - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to implement and review competitive systems and practices in a person's own work within a team or work area, including the consideration of the impact on the work of others. The unit focuses on the holistic application of competitive systems and practices to achieve improved performance in own work and in activities with others in the team or work area that contribute to improving customer benefit.

Application of the Unit

This unit applies to individuals who are applying competitive systems and practices to their own work in a way that integrates with others in the team or work area who are also implementing competitive systems and practices. Depending on the operations or processes in the team or work area the unit may also include interaction with other teams and work areas.

The unit is suitable for individuals who have formal responsibility for the work of others, such as team leaders. It is also suitable for individuals, such as technicians and tradespeople, who must integrate the application of their technical skills with the implementation of competitive systems and practices in an organisation.

The unit applies to the areas of cost, quality, delivery, safety/environment, and employee capability including continuous reviewing of performance against these five areas in liaison with other relevant people. Improvement initiatives in these five areas are usually developed and implemented with the support of technical support staff. Whereas other units may emphasise the competence to use one or more competitive practices, this unit emphasises the ability to advance on all five key areas over a moderate time period.

This unit requires the application of skills associated with problem solving and initiative and enterprise in order to identify opportunities to make improvements and maximise performance. Communication, the ability to work in a team and planning and organising skills are required to implement improvements and address any conflicts that arise. This unit also requires an ability to identify appropriate technology, and to consider and integrate feedback on how personal performance can be improved.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Contribute to the improvement of the operations system in team or work area	1.1	Identify key performance indicators for area of operations
		1.2	Implement and review competitive systems and practices to improve health, safety and environment (HSE) performance of self and others
		1.3	Implement and review competitive systems and practices to maximise quality consistency
		1.4	Implement and review competitive systems and practices and identify any skill and training issues that need to be addressed to improve capability of self and others
		1.5	Implement and review competitive systems and practices to maximise customer benefit/cost ratio
		1.6	Implement and review competitive systems and practices to reduce lead time to delivery within the scope of authority and responsibility
		1.7	Work with relevant stakeholders to resolve conflicts

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			which arise from implementation of competitive systems and practices
		1.8	Select improvements which will deliver the greatest overall benefit for the resources required/available without reducing current performance on individual factors
2	Implement improvements	2.1	Implement the chosen improvement/s
		2.2	Check the selected improvements improve the system as a whole and do not result in unintended consequences
		2.3	Monitor implementation and make adjustments, as required

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- communicating with others to clarify scope of implementation of competitive systems and practices, including:
  - value stream mapping
  - 5S
  - Just in Time (JIT)
  - mistake proofing
  - process mapping
  - establishing customer pull
  - kaizen and kaizen blitz
  - setting of key performance indicators/metrics
  - identification and elimination of waste (muda)
- monitoring performance in key areas, including:
  - HSE performance
  - quality consistency
  - capability and performance by team members
  - customer benefit/cost ratio
  - reduce lead time to delivery

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- contributing suggestions for improvement
- analysing operational procedures in terms of flow and contribution to customer outcomes
- planning tasks to support competitive systems and practices implementation
- identifying and implementing appropriate data gathering and analysis techniques within area of responsibility to identify change over time in indicators relating to:
  - cost
  - quality
  - delivery
  - safety/environment
  - employee capability and support for competitive systems and practices
- solving problems to root causes

Required knowledge

Required knowledge includes:

- customers and the value they derive from products and processes of the organisation or area
- cost components and their relationship to customer benefits/features
- suppliers and their capabilities
- waste (muda)
- factors causing variability in a product and how to control them
- factors that promote standardisation
- relevant competitive systems and practices tools for area and how to apply them
- factors impacting on the product, process and waste, particularly those wholly or partially under own and other immediate area employees control (and how to control them)
- good HSE practice and factors impacting on HSE performance
- own capability and how to improve it
- optimisation techniques appropriate to the organisation and the job
- application of quality standards and processes

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of their ability to: • identify key performance indicators appropriate to their own work area

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	• implement and review competitive systems and practices in own work, including interaction with others in the work area in the areas of:
	  • HSE performance
	  • quality consistency
	  • capability and performance by team members
	  • customer benefit/cost ratio
	  • reduce lead time to delivery
	• select improvements that deliver the greatest overall benefit
	• monitor the implementation of improvements and make appropriate adjustments.

Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning for appropriate portions • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence In all cases it is expected that practical assessment will be combined with targeted questioning to assess

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	underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • JIT, kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping

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	• problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Competitive systems and practices tools	Competitive systems and practices tools include: • 5S • 6 sigma • continuous improvement • cause effect diagrams
Customer	Competitive systems and practices organisations encompass the entire production system, beginning with the customer, and includes: • the product sales outlet • the final assembler • product design • raw material mining and processing • all tiers of the value stream (sometimes called the supply chain) Customer may include: • internal or external customers, and should also include the final customer as the basis for the identification of waste The unit does not require interfacing directly with the external customer, but there should be sufficient information to identify customer benefits and features
Supplier	Supplier may include: • an internal supplier • an external supplier The unit does not require interfacing directly with external suppliers, but there should be sufficient information to enable identification of supplier abilities
Waste	Waste (also known as muda in the Toyota Production

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	System and its derivatives) is any activity which does not contribute to customer benefit/features in the product. Categories of waste include: • excess production and early production • delays • movement and transport • poor process design • inventory • inefficient performance of a process • making defective items • other activities which do not yield any benefit to the organisation or any benefit to the organisations customers
Operations	Operations indicate: • the holistic combination of the process, plant and equipment, procedures and practices, including the skills and work organisation of the workforce, which make up the productive organisation
Implement improvements	Implementation of improvements may be undertaken: • within own job role • as part of processes and operations in the work area or team

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS403002A Ensure process improvements are sustained

Modification History

New unit, superseding MSACMS401A Ensure process improvements are sustained - Not equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to ensure that the gains which have been made by using improved methods, processes and equipment are sustained as the new baseline/standard for an area of work and so prevent regression to former practices, or digression to less efficient practices.

Application of the Unit

This unit applies to individuals working in a team or work area who have already implemented competitive systems and practices related improvements in their own work and who must work effectively with others implementing competitive systems and practices to ensure that performance improvement gains are sustained.

The unit is also suitable for individuals who have formal or informal responsibility for the work of others, such as team leaders; individuals, such as senior operators, who must mentor others; or individuals, such as technicians and tradespeople, who must integrate the application of their technical skills with the implementation of competitive systems and practices in an organisation.

The unit can be applied to all areas of an organisation, including production, maintenance, logistics and office functions.

The unit covers the implementation of practices to ensure that process improvements are sustained and opportunities taken to suggest further improvements. If mistake proofing is used as one of the methods for ensuring that process improvements are sustained, the unit MSS403051A Mistake proof a production process should be selected.

Improvement initiatives can be made by any of any number of methods and by teams or individuals. The unit assumes that desired levels of performance or quality are known.

This unit requires the application of skills associated with problem solving, initiative and enterprise, and planning and organising in order to check and monitor the impacts of change. It also requires communication and the ability to work with others to assess the impact of change in own work and on other’s work, as well as self-management and learning to adapt improvements according to new information and feedback.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Examine previous improvements	1.1	Identify impact of previous process improvements to systems, equipment, operations or products in work area
		1.2	Identify improvements that have not met objectives
2	Ensure corrective actions are implemented	2.1	Identify corrective actions that can be taken on process improvements that have not met objectives
		2.2	Liaise with relevant people associated with the anticipated corrective action
		2.3	Obtain any required approvals
		2.4	Ensure the supply of resources
		2.5	Check impacts of corrective action on occupational health and safety (OHS), quality and environmental systems in work area and take action in accordance with procedures, if required

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		2.6	Check that self and others in team or work area have required skills for corrective actions
		2.7	Monitor implementation of corrective action
		2.8	Make required adjustments
3	Verify systems support improvement	3.1	Ensure procedures reflect improvements
		3.2	Check that training and assessment activities in team or work area reflect improvements
		3.3	Liaise with relevant people to ensure their support of the new or modified system/s
4	Audit the change	4.1	Determine an appropriate audit period/cycle
		4.2	Agree relevant measures/indicators for the improvement
		4.3	Measure performance at agreed times using agreed measures
		4.4	Investigate causes of under-performance
		4.5	Take appropriate corrective action to improve performance
		4.6	Re-audit the improvement on an agreed basis

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- communicating with others to clarify scope and stage of implementation of competitive systems and practices and contribute suggestions for further improvements in implementation
- examining normal operational procedures in terms of flow and contribution to customer benefit
- planning own tasks, including the impact on others to support competitive systems and

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practices implementation
- implementing competitive systems and practices in own work area according to instructions
- identifying waste (muda)
- monitoring competitive systems and practices performance indicators for own work and work area

Required knowledge

Required knowledge includes:

- overall procedures for and process of operations relative to improvements being made
- appropriate measures of performance
- business performance goals sufficient to determine best measures of improved performance

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • identify process and operational changes as a result of implementation of competitive systems and practices • identify and assess impact of performance improvements in a work area against objectives • identify actions and resources required for further improvements • communicate and negotiate with others on improvements • apply procedures for seeking approvals and reporting non-conformances • determine appropriate period and procedures for monitoring implemented changes.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned,

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	currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using some combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of

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the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Improvement	Improvement may be any change aimed at reducing waste (muda). This unit is not about making the improvements, but ensuring beneficial changes remain in place
Customers	Customers may include: • internal or external customers, including final

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	customers, as these should be used as the basis for the identification of value and waste The individual does not need to interface directly with the external customer, but should be able to sufficiently identify customer benefit and customer features in processes and operations of their team and their work area
Suppliers	Suppliers may be: • internal or external suppliers and should be sufficiently close to the individual's work as to be easily identifiable The operator does not need to interface directly with external suppliers, but should be provided with sufficient information to enable them to identify supplier contribution to their own work and to customer benefit
Systems	Systems are used to mean any/all of the equipment, processes, procedures and work practices that are used to produce the product. A term often used in this context includes: • kaizen - the philosophy of continual improvement that every process can and should be continually evaluated and improved in terms of time required, resources used, resultant quality and other aspects relevant to the process
Resources	Resources for corrective actions may include: • equipment • modifications • consumables • people • suitable work area
Procedures	Procedures may include: • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the organisation • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) and government regulations

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	Procedures may be: • written, verbal, computer-based or in some other format
Improvements	Improvements include: • techniques for preventing mistakes by designing the operations process, equipment and tools so that an operation literally cannot be performed incorrectly (e.g. baka-yoke) • techniques that generate warning signals were a mistake is about to be performed (poka-yoke) Improvements may be sustained by: • use of technology so that it is impossible to do the job any other way • changes to process or procedures or other changes to the operations system which, if followed, will sustain the change and this unit may be applied to all these situations
Measuring performance	Measuring improvements may include: • personally taking measurements • arranging for measurements to be taken/made by appropriate personnel

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS403005A Facilitate use of a Balanced Scorecard for performance improvement

Modification History

New unit, superseding MSACMS405A Lead a manufacturing team using a balanced score card approach - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to encourage and facilitate others in using a Balanced Scorecard approach to assist in performance improvement.

Application of the Unit

This unit applies in organisations using a Balanced Scorecard approach to performance improvement. In these organisations the unit applies to individuals in a team or workgroup who facilitate the use of the Balanced Scorecard through leading, assisting and/or motivating others in using the Balance Scorecard approach.

This unit requires the application of skills associated with communication, teamwork, problem solving, initiative, enterprise, and planning and organising in order to provide leadership in the interpretation, review and strategic response to Balanced Scorecard results. This unit has a strong emphasis on identifying and reviewing required performance measures and requires an ability to use new information to improve performance.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance criteria describe the performance needed to

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essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Interpret Balanced Scorecard results	1.1	Identify patterns of performance shown on strategy map
		1.2	Identify actions indicated by Balanced Scorecard results
		1.3	Discuss results with fellow employees and other relevant stakeholders
		1.4	Facilitate the selection of required actions with employees and other stakeholders
		1.5	Facilitate he development of implementation plans for team or individuals
		1.6	Facilitate the implementation of required actions from developed plans
		1.7	Follow up on implementation to ensure it occurs as planned
2	Review key performance indicators (KPIs) in the Balanced Scorecard for the organisation and work area	2.1	Relate area and other KPIs to strategy map/strategic objective
		2.2	Review the actions required by self and others to meet each KPI
		2.3	Compare current actions to the optimal actions to achieve strategy
		2.4	Discuss with employees and other stakeholders any modifications to KPIs which will better meet strategy
		2.5	Recommend amendments to KPIs to relevant personnel
3	Review reporting systems for	3.1	Review reporting systems to ensure information needed by self, other employees in area and organisation is

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	Balanced Scorecard information		available
		3.2	Review the mix of operational and strategic information to ensure it is appropriate for work area
		3.3	Review information provided for relevance and currency, and that it is meaningful and not excessive
		3.4	Recommend improvements to reports and reporting system, as appropriate
4	Lead improvement to work area total performance	4.1	Compare actual performance of teams, work areas or individuals with desired total performance using KPIs and other Balanced Scorecard information
		4.2	Discuss with team ways of improving total performance
		4.3	Lead processes for improvement in total performance

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- identifying KPIs and their application to own work and the work of other employees
- analysing Balanced Scorecard results and determining implications for a work area
- solving problems associated with use or interpretation of Balanced Scorecard
- planning strategies for use of Balanced Scorecard, including:
  - required communication with others
  - negotiations if any required with internal and external suppliers, customers and delegates
  - analysis of any skill gaps in self and others
  - required training
  - data collection
  - work organisation and procedure changes
  - risk identification and contingency measures
- communicating effectively in informal and formal meetings, and with personnel at all levels
- providing effective feedback

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Required knowledge

Required knowledge includes:

- components of the Balanced Scorecard, including perspectives, feedback loops, targets and metrics, and reporting systems
- responsibilities of self and others in a Balanced Scorecard strategy
- health, safety and environment (HSE) principles and requirements for area of responsibility
- change implementation contacts and procedures relevant to work area
- employee assistance mechanisms in the organisation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • interpret Balanced Scorecard results • review KPIs in the Balanced Scorecard • review related reporting systems • lead improvement to team performance.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case study and scenarios to assess responses to contingencies
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a

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	combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems

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	• statistical process control systems ,including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Team	Team includes: • all individuals in the target work area who are involved in the implementation and use of the Balanced Scorecard The team may or may not be a formally designated team working to a team leader
Balanced Scorecard	The Balanced Scorecard refers to: • an approach to competitive systems and practices that sets out an organisations vision and strategy by establishing and measuring enterprise activity in a number of different perspectives in addition to the normal financial perspective Perspective areas include: • customer • environmental • internal business process • learning and growth

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	For each perspective area the Balanced Scorecard emphasises establishing and measuring performance (metrics)
KPIs	KPIs may include: • financial and non-financial performance measures against targets within the Balanced Scorecard • other performance indicators not contained with the Balanced Scorecard for the team but relevant for informing the teams activities (e.g. performance indicators for other areas or sections, suppliers or customers)
Actions indicated	Actions indicated may include: • corrective action for poor results • confirming action for acceptable results • taking steps to ensure actions for good results are consistently maintained • changes to performance indicators or performance measurement

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS403010A Facilitate change in an organisation implementing competitive systems and practices

Modification History

New unit superseding MSACMC410A Lead change in a manufacturing environment - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required by individuals responsible for facilitating change processes in an organisation implementing competitive operational practices.

Application of the Unit

This unit applies to people who facilitate the change process resulting from implementing one or more competitive systems or practices. This implementation may also be associated with other changes, such as the introduction of new products, processes or equipment. The unit will usually apply to people whose responsibility is at the team, area or section level rather than the whole organisation. The responsibility may be formally designated or be informal, as in mentoring and assisting fellow employees.

This unit assumes that consultation and agreement on the implementation of the competitive systems and practices and other associated changes has already occurred and the nature and extent of the change has been agreed.

This unit does not cover the negotiation of change in a formal industrial relations sense but does cover the skills needed to identify real or potential change implementation issues, including those that may need to be referred to formal consultation and/or dispute settlement procedures.

This unit has a strong emphasis on planning, encouraging and facilitating in a changing environment within the organisation, including using appropriate communication, teamwork, problem solving, initiative and self-management.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Define nature and impact of change for designated area and processes	1.1	Identify the organisation’s aims and objectives for the competitive systems and practices techniques related to the change process
		1.2	Identify opportunities for implementation of change within work area
		1.3	Determine impacts of change for work area, including potential benefits and impacts on own work and work of fellow employees
2	Identify key performance indicators (KPIs)	2.1	Liaise, where required, with managers, engineers and other staff responsible for designing and/or implementing change
		2.2	Identify KPIs for own work responsibility and that of the work area
		2.3	Communicate KPIs to fellow employees
		2.4	Check that data collection and processing are appropriate for KPIs
		2.5	Raise and resolve issues related to KPIs with relevant personnel

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3	Liaise with key stakeholders	3.1	Identify key stakeholders impacted by the change
		3.2	Communicate with key stakeholders within scope of authority
		3.3	Identify and address issues and concerns of each stakeholder if within scope of authority
		3.4	Develop and/or locate information required to address key concerns
		3.5	Refer issues and concerns outside of scope of authority to appropriate personnel
4	Develop a strategy to help implement change	4.1	Identify or develop a work plan for implementing change
		4.2	Make information required to support change available to team members
		4.3	Communicate/circulate draft work plan to other employees in work area, supervisors, technical experts and other appropriate personnel for comment
		4.4	Assess suggested changes and incorporate into work plan, where appropriate
5	Implement change	5.1	Obtain authorisation to commence change implementation in accordance with organisation procedures
		5.2	Implement change in accordance with work plan and organisational occupational health and safety (OHS) and consultation procedures
6	Monitor implementation of change	6.1	Maintain open communication channels with all stakeholders during implementation
		6.2	Monitor KPIs during implementation
		6.3	Encourage and facilitate improvement suggestions of team members
		6.4	Identify areas requiring improvement in change

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implementation

6.5 Make improvements to implementation according to organisation procedures

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- identifying the competitive operational practices being implemented in the organisation, including:
  - Just in Time (JIT) and kanban systems
  - preventative maintenance
  - 5S housekeeping
  - continuous improvement processes (e.g. kaizen)
  - waste (muda) elimination
  - formal problem solving procedures (e.g. root cause analysis (RCA))
- identifying other products, processes or equipment changes being implemented within area of responsibility
- identifying the work and culture changes required for effective implementation of the competitive systems and practices being implemented and other products, processes or equipment changes
- identifying organisation KPIs and contextualise for area of responsibility to determine successful change implementation
- planning strategies for change implementation, including:
  - required communication with others
  - negotiations if any required with internal and external suppliers, customers and delegates
  - analysis of any skill gaps in self and others
  - required training
  - data collection
  - work organisation and procedure changes
  - risk identification and contingency measures
- monitoring performance against KPIs and taking appropriate corrective action in the event of a non-conformance
- identifying and communicating with sources of assistance if difficulty is experienced with changes

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Required knowledge

Required knowledge includes:

- features of common competitive operational practices, including:
  - JIT and kanban systems
  - preventative maintenance
  - 5S housekeeping
  - continuous improvement processes (e.g. kaizen)
  - waste (muda) elimination
  - formal problem solving procedures (e.g. RCA)
- health, safety and environment (HSE) principles and requirements for area of responsibility
- change implementation contacts and procedures relevant to work area
- employee assistance mechanisms in the organisation
- processes to develop work plans, including consideration of timetable, KPIs, training needs, OHS implications, contingency plans and responsibilities (the work plan must be capable of being coherently communicated to others)

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • identify the competitive systems and practices used in their own work • identify changes to their own work flowing from the implementation of the relevant competitive systems and practices • implement changes • know when and how to seek assistance with work changes • make suggestions for improvements.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned,

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	currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using some combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of

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the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • JIT, kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Team	Team may include: • work teams from all sections of an organisation, including production or other operational areas, maintenance, technical, administration/finance, and sales/marketing
Change	The philosophy of continual improvement is that every

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	process can and should be continually evaluated and improved in terms of time required, resources used, resultant quality, and other aspects relevant to the process. Superimposed on this is the concept of breakthrough change when a large change/improvement is made which can shift the direction or operation of the organisation. Once such breakthrough change is the introduction of competitive operational practices.
Work plan for change	The work plan for change covers the designated work area and may include, depending on the organisation and work area processes: • timetable • KPIs • training needs • OHS implications • contingency plans • responsibilities with team members and senior managers, engineers and other staff responsible for designing and/or implementing change
Issues and concerns	Issues and concerns may be communicated formally and informally and may include: • individual and group concerns • those expressed by and through industrial processes
Gathering and monitoring performance data	Performance data may be gathered and monitored: • manually by individual employees through charts, tally sheets or keypad/board entry • automatically through software, such as SCADA software, ERP systems, MRP and proprietary systems

Unit Sector(s)

Unit sector Competitive systems and practices

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Custom Content Section

Not applicable.

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MSS403021A Facilitate a Just in Time system

Modification History

New unit, superseding MSACMT421A Facilitate a Just in Time (JIT) system - Equivalent

Unit Descriptor

This unit of competency covers skills and knowledge required to facilitate the implementation/operation of a Just in Time (JIT)/kanban system in a team or work area.

Application of the Unit

This unit applies to a person who needs to monitor the operation of a JIT system and facilitate its working in a team or work area. This will involve liaison with stakeholders as well as examining the data generated. They will need to be alert to potential problems and areas for improvement.

This unit requires the application of skills associated with gathering, analysing and communicating information to facilitate implementation of the JIT system. It requires planning and organising skills and has a strong emphasis on communication and teamwork skills to ensure the JIT system is being effectively implemented. This unit also requires the ability to problem solve and take the initiative to consider performance issues and learn from experience to improve future performance.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills

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unit of competency.	and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Monitor the operation of the JIT system	1.1	Track value of key measures
		1.2	Recognise indicators of poor performance
		1.3	Take appropriate quick fix action
2	Liaise with relevant stakeholders	2.1	Regularly communicate with team or work group members regarding the operation of the JIT system
		2.2	Review JIT key performance indicators (KPIs) with team or work group members
		2.3	Communicate with relevant personnel up and down the value stream regarding the operation of the JIT system
		2.4	Identify issues with stakeholders and take appropriate quick fix action
3	Improve the JIT system	3.1	Identify areas requiring improvement in the JIT system
		3.2	Identify root cause of JIT-related problems
		3.3	Review value of key measures
		3.4	Recognise skill gaps in team members and other stakeholders
		3.5	Determine any other issues in team or work group, other stakeholders and JIT system leading to poor performance indicators
		3.6	Develop appropriate improvement solutions
		3.7	Liaise with relevant people regarding improvement solutions

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3.8 Implement and/or assist with the implementation of the solutions

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- identifying KPIs for JIT system in team or area of responsibility
- analysing the JIT/kanban implementation in the team or area and the relevant sections of the internal and external value stream, including identifying people-related needs and issues
- identifying and implementing quick fix to JIT problems
- using formal problem solving procedures (e.g. root cause analysis (RCA))
- developing formal and informal communication procedures with others in work area, team leaders, other employees and value stream members relevant to JIT implementation
- establishing sources of assistance in the organisation for people experiencing difficulty with competitive systems and practices changes
- interpreting procedures and instructions relevant to own expertise for others
- establishing KPIs for own work

Required knowledge

Required knowledge includes:

- JIT principles relevant to operations and processes in own area or team and in the organisation generally
- procedures for making/recommending improvements
- typical reasons for delays/storages/inventories in the team or area of responsibility and methods of reducing/eliminating them
- skill gap analysis and methods of filling skill gaps
- principles of the operations process relevant to the section/team
- production data generated by the process and its application to JIT

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment	Evidence should be available of the person's facilitation of the operation of the JIT system and their making of recommendations for/making improvements.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • identify the JIT system and practices used in their team or area of responsibility • identify and monitor JIT key measures • solve JIT-related problems to root cause • implement and monitor JIT-related changes to operations and practices.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.

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	Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • JIT, kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving

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	• run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
JIT	JIT refers to: • a production scheduling concept that calls for any item needed at a production operation (whether raw material, finished item, or anything in between) to be produced and available precisely when needed, neither a moment earlier nor a moment later
Kanban	Kanban is a card or sheet used to authorise production or movement of an item; when fully implemented, kanban operates according to the following rules: • all production and movement of parts and material take place only as required by a downstream operation (i.e. all operations and procurement are ultimately driven by the requirements of final assembly or the equivalent) • the specific tool which authorises production or movement is called a kanban. The word literally means card or sign, but it can legitimately refer to a container or other authorising device. Kanban have various formats and content as appropriate for their usage (e.g. a kanban for a vendor is different than a kanban for an internal machining operation) Kanban is typically applied to batch type operation and the production is measured in units produced. In continuous processing organisations, production is measured in terms of production rate (e.g. kg/h, tonne/day) and rate is increased/decreased according to the flow authorisation which may be a kanban (e.g. ticket, order from a supplier) or may be a SCADA signal from a remote facility (e.g. customer tank) saying that resupply is required or similar
SCADA	SCADA refers to: • a number of systems which automatically collect critical process data, perform required mathematical

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	manipulations on it and then make control decisions and/or give required information to personnel for action
Key measures	Key measures may include: • inventory levels • lead time • In Full, On Time and In Specification (IFOTIS) delivery • productivity/production rate • other measures of pull through the value stream • quality
Quick fix	Quick fix refers to: • action taken to immediately and cheaply control a problem, prevent it getting worse and/or ameliorate its impact, but which does not necessarily solve it long term
Pull system	Pull refers to: • a system of making to demand rather than for stock or to a forecast
Value stream	The value stream begins with the customer and includes all actions (both value-adding and non-value added) by both internal sections/departments and external organisations to meet a customer requirement. Depending on the operations and the customer requirement, stages where value stream actions may occur include: • sales outlet/representative • information gathering, data analysis and research • product design • raw material sourcing • intermediate processing • final assembler/collation/preparation • support services (e.g. accounting, finance and legal) • storage and delivery to customer • after market support

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Unit Sector(s)

Unit sector	Competitive systems and practices

Custom Content Section

Not applicable.

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MSS403030A Improve cost factors in work practices

Modification History

New unit, superseding MSACMT430A Improve cost factors in work practices - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to evaluate the product or process outcomes of a team in terms of their cost components and to be able to determine, in general terms, the cost impacts of alternative actions.

Application of the Unit

This unit applies to a person who is required to assess the relative costs of alternatives and use this as one of the key factors in decision making. Typical decisions include the efficient organisation of own work and that of others in a work area or within a team and the improvement of throughput and cycle times.

Decisions are made within the scope of the authority of the individual and other employees in the area or team and according to procedures.

This unit primarily requires the application of skills associated with communication and information gathering, teamwork and problem solving to analyse the cost components of work processes. Initiative and enterprise, and planning and organising are also required to identify opportunities for improved cost-efficiency. This unit also requires a degree of self-management and learning to effectively operate and maintain skills and performance.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Analyse cost components of work area or team function	1.1	Identify cost components in the product or process
		1.2	Identify costs factors under control of area or employees in the team
		1.3	Identify causes of variability in costs
		1.4	Analyse impact of costs on production or process activities undertaken
2	Improve cost-efficiency of processes and procedures	2.1	Identify methods of improving productivity and/or reducing costs within area or team’s responsibility
		2.2	Determine cost/benefit ratio of alternative methods of improving productivity and/or reducing costs
		2.3	Consult with all relevant stakeholders regarding possible changes
		2.4	Recommend changes which will increase productivity and reduce cost and variability
		2.5	Implement recommended changes in consultation with relevant stakeholders

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

Required skills include:

- identifying fixed and variable costs in products or processes
- analysing costs and determining those that can be controlled by the individuals in an area or team
- analysing costs over time and identifying variability in cost components
- determining cost/benefit ratios
- communicating and negotiating with others on changes using a variety of mediums

Required knowledge

Required knowledge includes:

- cost components of products made
- costs concepts, such as expense, income and cost/benefit
- major cost contributors to product (e.g. energy, materials, labour and distribution, and so on) depending on the product and process)
- the difference between internally and externally controlled costs
- difference between overhead, labour and consumables

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • identify the scope of their own work and the team or area work and relate it to the overall flow of work in the organisation • express cost factors in specific terms (e.g. cost per item, process and task) • identify and express cost factors in basic financial terms • analyse variability in costs and recommend improvements • use cost/benefit to select preferred improvement strategies.
Context of and specific resources	Assessment of performance must be undertaken in a

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for assessment	workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace project(• suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices, • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Cost components	Cost components may include:

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	• fixed and variable costs, such as power/energy, materials, plant and equipment, salary and wages, and office expenses (e.g. telephone) • government taxes and charges
Variability in costs	Variability in costs should be assessed over a suitable time. The time should be sufficient to identify: • fluctuations in variable costs related to different volumes of sales, production or operations • abnormal cost fluctuations due to poor design of product or process, poor scheduling, faults, breakdowns and other waste
Process	Process includes all functions that go to meet customer requirements as well as other required functions (e.g. regulatory related functions). Examples include: • design • production • maintenance • logistics • office processes
Procedures	Procedures may include: • work instructions • standard operating procedures • drawings and specifications • manuals • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the organisation • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) • government regulations Procedures may be: • written, verbal, computer based or in some other format
Benefits	Benefits should include: • positive benefits as well as negative benefits, such as quality, safety, reliability and similar issues which may be impacted by a cost saving

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Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS403032A Analyse manual handling processes

Modification History

New unit, superseding MSACMT432A Analyse manual handling processes - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to analyse manual handling in terms of its efficiency and safety.

Application of the Unit

This unit applies to an individual who is required to examine the manual handling component of a job and improve it in terms of safety, effort required and efficiency. This may be conducted for a job performed by others or it may be for the person's own job.

This unit primarily requires the application of skills associated with problem solving, initiative and enterprise to identify safe and efficient manual handling, and planning and organising to ensure processes are implemented. This unit also requires communication with, and involvement of, others to ensure they understand the approach and to facilitate training.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Assess manual handling risks	1.1	Identify manual handling hazards in work area
		1.2	Assess risks arising from manual handling hazards
2	Analyse physical effort requirements of job	2.1	Determine basic manual handling requirements of job
		2.2	Analyse requirements in terms of components, such as lift, move, place and hold
		2.3	Analyse items to be handled in terms such as weight, size, shape or other hazards
3	Determine time/effort components of physical effort	3.1	Break required movement pattern down into movement components
		3.2	Determine time and effort requirements for movements
		3.3	Develop alternative movement patterns
		3.4	Determine time and effort requirements for alternative movements
		3.5	Determine handling aids required to assist movement
		3.6	Determine preferred movement pattern
4	Analyse the ergonomics of physical effort	4.1	Analyse the ergonomics of the preferred movement pattern
		4.2	Develop substitute movements for any movement which is not ergonomically sound
		4.3	Determine handling aids required to improve ergonomics of required movements
5	Optimise	5.1	Select movement patterns which are ergonomically

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application of physical effort		sound and time and effort efficient
	5.2	Ensure all relevant people are trained to use these methods
	5.3	Ensure procedures and practices reflect the optimum methods
	5.4	Communicate with team members and involve them in development of alternatives to ensure awareness and facilitate learning

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- communicating with others about work processes and jobs
- identifying ergonomically sound and unsound movements both at a general level and related to individual capability
- analysing manual handling processes
- working cooperatively with others
- demonstrating or arranging to have demonstrated ergonomically correct movements
- applying basic mathematics
- solving problems

Required knowledge

Required knowledge includes:

- relevant occupational health and safety (OHS) Acts and regulations as applied to manual handling
- principles of job and work method design as applied to efficient and safe movement
- principles of work analysis
- principles of ergonomics/safe movement
- aids than can assist with or substitute for manual handling

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of their ability to: • analyse manual handling requirements and risks in jobs • distinguish between ergonomically sound and unsound movement • analyse manual handling movements and risks for an individual • relate manual handling requirements to job efficiency.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using some combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence.

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	In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE)

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	• takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Procedures	Procedures may include: • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and Responsible Care) • government regulations Procedures may be: • written, verbal, computer-based or in some other format
Manual handling hazards	Manual handling hazards may include: • loads that pose a risk of injury • ergonomically unsound movements • hazard requirements as defined by relevant OHS Acts and regulations, industry standards and best practice
Ergonomically unsound movements	Ergonomically unsound movements may include: • awkward and repetitive movements • carrying, pushing, pulling or lifting of heavy loads • carrying or movement against hard, sharp, slippery or other difficult to grasp loads Ergonomically unsound movements should be assessed against the capabilities of individual workers as what is a sound movement for one worker may be unsound for

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	others depending on physique and individual condition
Ergonomically sound movements	Ergonomically sound movements are movements which decrease the risk of injury. Sound movements will vary according to the load and individual. Examples include: • keeping loads close to the body and near the person's centre of gravity • using diagonal foot positions for lifting • moving loads at waist height rather than directly from the floor

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS403040A Facilitate and improve implementation of 5S

Modification History

New unit, superseding MSACMT440A Lead 5S in a manufacturing environment - Not equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to facilitate the implementation and improvement of the 5S by self and others in a team or work area.

Application of the Unit

This unit applies to individuals who facilitate 5S in a team or work area, including implementation, monitoring and improvement. The facilitation may be undertaken by formally designated supervisory staff, such as team leaders or other individuals in a competitive systems and practices implementation role, who need to provide support and encouragement to others to facilitate the achievement of 5S outcomes in the workplace.

This unit requires the application of skills associated with communication, teamwork, problem solving, initiative and enterprise, planning and organising, and self-management in order to provide leadership in a 5S environment. This unit has a strong emphasis on planning and change management, but also requires an ability to learn from experience and feed new information back into strategies to improve performance.

For planning, implementing and leading the application of 5S in an office environment see unit *MSS403039A Facilitate and improve 5S in an office*.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Facilitate the set-up of 5S	1.1	Assist others to determine what are necessary and unnecessary items in the work area
		1.2	Assist others to determine optimum assigned location for all necessary items
		1.3	Liaise with relevant production and occupational health and safety (OHS) personnel in determining optimum locations
		1.4	Assist others to determine optimum location for unnecessary items
		1.5	Assist others to determine 5S schedule
		1.6	Ensure procedures reflect 5S practices
		1.7	Assist others to achieve the required level of skill
2	Facilitate the implementation of 5S	2.1	Ensure procedures reflect 5S practices
		2.2	Assess skill base of team or work group members in 5S and arrange for any required training
		2.3	Ensure that any damage and/or safety risks reported by the team or work group are addressed through correct mechanisms
3	Monitor 5S	3.1	Check work area for 5S implementation as part of normal routine

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		3.2	Identify non-conformances
		3.3	Negotiate solutions to non-conformances
4	Improve 5S	4.1	Work with others to find areas for improvement
		4.2	Assist others to develop improvement solutions
		4.3	Facilitate the availability of resources required for the improvement solution
		4.4	Facilitate the implementation of the improvement solution

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- communicating with other employees and managers to engender commitment to achieving 5S outcomes, conduct formal and informal meetings and to explain 5S and related concepts
- facilitating team or work area goals, activities and communications and accessing resources
- visualising normal operational procedures in terms of flow and contribution to customer outcomes
- planning and prioritising activities
- problem solving to determine potential improvements to the 5S system
- reading and interpreting the application of operating procedures for jobs within team or target work area
- analysing work practices, procedures and 5S principles to facilitate setting up the 5S system and to identify improvements
- identifying gaps in skills and/or knowledge and options to address them

Required knowledge

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Required knowledge includes:

- principles and purpose of 5S
- methods of identifying waste in the work area, such as:
  - waste walk
  - document tagging
  - tracking/log sheets
  - spaghetti diagrams
  - existing information technology and enterprise resource systems (e.g. Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems
- organisational policies, plans and procedures
- processes for identifying and addressing skill gaps
- ways of encouraging team members to find and suggest areas for improvement
- methods of identifying and evaluating options and making/recommending improvements
- methods of accessing required resources
- OHS requirements relevant to team and work area

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • identify the scope of the services and/or functions supplied to and by the team or work area and the deliverables expected by customers, including the ultimate customer • facilitate a systematic approach to implementing 5S • lead and motivate others in achieving 5S outcomes and making improvements to the 5S systems • set up systems for monitoring and improving 5S implementation • manage non-conformances in implementation of 5S.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to:

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	• workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with

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training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as SCADA software, ERP systems MRP and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Procedures	Procedures may include: • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the plant

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	• good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and Responsible Care) • government regulations Procedures may be: • written, verbal, computer-based or in some other format
5S	5S is a system of work organisation originally developed in Japan based around a close translation of the five stages in the housekeeping approach is: • sort • set in order • shine • standardise • sustain
Sort	Sort involves keeping only what is absolutely necessary for the work processes that comprise the job and includes: • clearing the work area of all non-essential items Non-essential items are items not required to either produce product, conduct process or operations or make required adjustments to equipment during process or operations
Set in order	Set in order includes: • assigning required equipment and materials appropriate locations in the work area
Shine	Shine includes: • keeping the work area clean at all times. This should be carried out to a regular daily schedule against allowed time, usually at the end of the day or of a particular process Cleaning includes: • noting any signs of wear, damage, leakage, safety risks or other issues that require immediate attention
Standardise	Standardising includes: • activities that help maintain the order and the housekeeping standards • using procedures and checklists developed from a procedure

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Sustain	Sustain includes: • making sure that daily activities are completed every day regardless of circumstance • undertaking inspections, including: • informal inspections that should be carried often, at least weekly • generating continuous improvement actions from daily activities • formal inspections that should be carried out at least monthly
Items in work area	Items in work area may include: • tools • jigs/fixtures • materials/components • plant and equipment • manuals • personal items (e.g. bags, lunch boxes and posters) • safety equipment and personal protective equipment • other items which happen to be in the work area
Team	The term team is used to apply to all individuals in the target work area who are involved in the implementation of 5S. The team may or may not be a formally designated team working to a team leader
Work area	The work area includes: • all areas where aspects of the job are performed and that are under the direct control of the employee. In a team environment 5S should be applied to all work areas under the control of the team
Target work area	The target work area may be identified as a physical and/or virtual work space: • used by a person, a team or a cross-functional group • common to part/s of a process or value stream (already defined) • shared by people who undertake a defined procedure or set of procedures • needed to support a particular function
Appropriate place	Appropriate places may include areas designated for: • recycling • rubbish removal

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	• staff room/lunch room/kitchen • storage • holding area until status is confirmed
Optimum assigned location	The optimum assigned location may include: • making changes to the layout of furniture, equipment and personnel in order to facilitate the smooth and continuous flow of work through process steps taking into account OHS considerations
Non-conformance	Non-conformance includes: • incorrect or incomplete application of 5S procedures, including any daily tasks, scheduled inspections and continuous improvement procedures

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS403051A Mistake proof an operational process

Modification History

New unit, superseding MSACMT451A Mistake proof a production process - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to make changes to own and others work in a work area which prevents errors and/or backsliding to a pre-improvement level of practice.

Application of the Unit

This unit applies to a person who needs to analyse a process that a team is responsible for and determine methods of mistake proofing it (e.g. ensuring it only produces product within an acceptable range or error-free transport and storage of goods). The person will typically be a technical expert, team leader or be in a role where they have sufficient technical understanding of processes in their own work and that of others to be able to mistake proof the production process in their area. After improvement activities have been undertaken these improvements need to be sustained.

This unit requires the application of skills associated information gathering and analysis. Initiative, enterprise and problem solving are also required to identify mistakes and determine strategies for eliminating them. This unit also requires communication and teamwork skills to ensure mistake proofing strategies are implemented and self-management and learning skills to continually reflect on and integrate feedback about the effectiveness of strategies.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Analyse process	1.1	Identify sources of variability/non-conformance in the process
		1.2	Identify critical control points in process
		1.3	Analyse causes of variability/non-conformance
2	Develop preventative techniques/systems	2.1	Liaise with team members and other people to develop mistake proof options for performing operation
		2.2	Test and validate mistake proofing options
3	Implement permanent fix	3.1	Liaise with relevant people to have systems/procedures changed to implement solution
		3.2	Liaise with relevant people to implement the solution
		3.3	Liaise with relevant people to ensure self and others in the team or work area have an appropriate skills set
		3.4	Follow through to ensure implementation occurs
4	Monitor implementation	4.1	Critically observe the implementation
		4.2	Compare the results of the implementation against the expected outcomes
		4.3	Modify solution to improve outcomes

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		4.4	Ensure procedures reflect change
		4.5	Ensure training/assessment reflects change
		4.6	Audit change at agreed period/cycle
		4.7	Take action on any observed deviation
5	Seek improvements	5.1	Observe changes
		5.2	Analyse process again, if required, to ensure improvements are sustained

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- communicating with team or work group members, technical support personnel and other relevant staff
- explaining mistake proofing and related concepts
- facilitating input of others and encouraging acceptance of changes
- analysing and visualising operations in terms of flow and contribution to customer outcomes
- solving problems to determine root cause of errors and possible solutions
- analysing and interpreting information about errors and mistake proofing options in terms of cost, feasibility, regulations and value to the customer
- suggesting design changes to operations and products that eliminate the potential for errors
- suggesting mechanisms or procedures that warn of errors where operations cannot be designed to eliminate errors,

Required knowledge

Required knowledge includes:

- mistake proofing concepts, including, in priority order:
  - eliminate the possibility of the error via changes to the process
  - prevent the error from occurring via physical or virtual barriers
  - reduce likelihood of the error by encouraging correct action

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  - mitigate the impact of the error if it does occur
- understanding of processes undertaken by team
- factors in the processes which may cause variability
- methods of controlling the variability in the process
- mistake proofing methods relevant to the process/product

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • analyse variability and non-conformances • identify, analyse and evaluate information from a variety of sources to identify errors and options for mistake proofing • facilitate implementation of mistake proofing activities that reduce waste • facilitate sustaining the mistake proofing activities.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace

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	• workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related

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	operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Mistake proofing	Mistake proofing is based on the concept of zero defects. The first priority is to eliminate the possibility of an error occurring. However, where this is not feasible mistake proofing can be used to reduce the occurrence of errors and/or to minimise their impact. Mistake proofing should target an error in the following priority order: • eliminate the possibility of the error via changes to the process • prevent the error from occurring via physical or virtual barriers, • reduce likelihood of the error by encouraging correct action (e.g. through warning systems) • mitigate the impact of the error if it does occur Mistake proofing is also called error proofing or baka-yoke or poka-yoke
Options for mistake proofing	Factors to consider when prioritising options for mistake proofing will vary according to the process and may include: • success rate in eliminating errors

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	• feasibility • skills required by employees • cost • capacity to reduce waste
Procedures	Procedures may include: • all work instructions • standard operating procedures • formulas/recipes • batch sheet • temporary instructions and similar instructions provided for the operation of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) • government regulations Procedures may be: • written, verbal, computer-based or in some other format

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS404050A Undertake process capability improvements

Modification History

New unit, superseding MSACMT450A Undertake process capability improvements* - Equivalent

* New prerequisite *MSS404052A Apply statistics to operational processes* superseding MSACMT452A Apply statistics to processes in manufacturing

Unit Descriptor

This unit of competency covers the skills and knowledge required to make process capability improvements, including analysing data from the process, developing improvements to eliminate variation due to assignable causes, and then implementing actions.

Application of the Unit

This unit applies to a person who reviews a range of process capability data and information, makes/arranges for changes to be made to procedures, equipment or process and then recalculates the process capability and monitors resulting improvement actions. The person will typically be a technical expert, team leader or be in a role where they have sufficient technical understanding of processes in their own work and that of others to be able to suggest and justify process capability improvements.

Process capability may have been determined using either a six sigma or three sigma processes. This unit applies to the application of statistical methods and the determination of capability based on those methods. Other related units may be *MSS404052A Apply statistics to operational processes* and *MSS404053A Use six sigma techniques*

This unit primarily requires the application of skills associated with communication, information gathering and analysis. Initiative, enterprise and problem solving are also required to identify opportunities to improve process capacity. This unit also requires aspects of self-management and learning to validate own analysis.

For a qualitative approach to improvement (one not using statistics) see *MSS403051A Mistake proof an operational process.*

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

MSS404052A Apply statistics to operational processes

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Obtain required data	1.1	Identify process for study
		1.2	Obtain/organise process to obtain required data/information
2	Analyse information	2.1	Analyse data and determine assignable causes
		2.2	Develop possible improvements to eliminate assignable causes
		2.3	Incorporate own experience and learning into proposed process improvement proposals
		2.4	Develop process improvement proposals
3	Improve process capability	3.1	Obtain required authorities to implement improvements
		3.2	Liaise with relevant people to implement improvements
		3.3	Obtain/organise required data for improved process

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3.4 Recalculate process capability

3.5 Implement revised data collection/processing and new capability information

3.6 Monitor improvement actions and make adjustments, as necessary

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- performing relevant mathematical operations
- identifying and using relevant statistical methods
- communicating and explaining data- related changes and procedures to individuals and groups
- negotiating with other employees and managers on proposed improvement actions
- analysing procedures and data to establish variation
- solving problems to root cause where assignable cause of variation is not obvious
- working in a team
- using computer software relevant to required analyses and process

Required knowledge

Required knowledge includes:

- data collection methods
- data processing techniques required
- variability and normal distribution
- three sigma or six sigma processes, as relevant
- random and non-random results (recognition of assignable causes)
- causes of different types of non-random results
- causes of random variation
- process understanding sufficient to translate the data into variations in the process and determine methods of controlling them

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • analyse process information • calculate process capability/trial limits • improve process capability (or organise for it to be improved) • analyse revised process information and recalculate process capability.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence In all cases it is expected that practical assessment will

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	be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time

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	• process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Process capability	Process capability is: • the measurable ability of a process to reliably produce within calculated limits (the limits depend on the variation of the process)
Variation	All processes have variation. The approach in this unit is to separate random variation (no assignable cause) from non-random variation (which has an assignable cause). By finding and eliminating assignable causes, total variation is reduced and process capability will be improved
Six sigma	Six sigma refers to: • a statistical tool for recording defects and determining capability. Six sigma limits equate to 3.4 defects per million opportunities for each product or service transaction. Six sigma is also used as a general term covering a competitive systems and practices approach. Six sigma training typically covers several units of competency in this Training Package
Three sigma	Three sigma refers to: • a traditional statistical process control. Three sigma limits equate to 3 defects per thousand opportunities for each product or service transaction
Required data	The calculation of three sigma or six sigma limits requires process data. The data required depends on the nature of the limits being calculated
Assignable cause	Any non-random variation is said to have an ‘assignable cause’. The methods of data analysis common to statistical capability analysis as well as other methods of

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	root cause analysis should be used to determine the cause of this non-random variation
Improved process capability	Improvements to process capability result from eliminating the causes of non-random variation. The improvements made may be: • as a result of continuous improvement with the process capability being recalculated periodically • as a result of an improvement project with the process capability recalculated as part of that project
Procedures	Procedures may include: • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) • government regulations Procedures may be: • written, verbal, computer-based or in some other format

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS404052A Apply statistics to operational processes

Modification History

New unit, superseding MSACMT452A Apply statistics to processes in manufacturing - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to apply statistical theory and principles to the analysis and control of processes and operations.

Application of the Unit

This unit applies to a person working in an organisation applying statistical process control on processes or operations. The statistical process control will usually be used to monitor the processes or operations and determine when action needs to be taken. The appropriate action will then be taken in accordance with standard procedures.

The unit includes applying knowledge of frequency distribution and variation to the data/chart to distinguish between random and non-random variation and assumes understanding of the process and/or equipment to help interpret those results.

This unit primarily requires the application of skills associated with gathering and analysing data and communicating statistical information to others. This unit also has a strong emphasis on problem solving, initiative and enterprise, planning and organising, and self-management to solve problems and manage processes.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Collect process data	1.1	Interpret sampling scheme
		1.2	Obtain measurements in accordance with standard procedures
		1.3	Handle data, as required
2	Interpret data	2.1	Plot data on appropriate control chart
		2.2	Distinguish between random and non-random patterns of results
		2.3	Identify results outside the control limits
		2.4	Recognise situations requiring action
		2.5	Take appropriate action in accordance with standard procedures
		2.6	Determine cost of non-conformance
3	Calculate control limits	3.1	Consult relevant stakeholders to determine appropriate limits
		3.2	Use relevant methods to calculate/revise control limits
		3.3	Plot limits on control chart
		3.4	Explain impact of limit to relevant stakeholders

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- applying a range of sampling procedures
- analysing samples and data for variation, relevance, reliability and representativeness
- problem solving the causes of variation in a process
- communicating with other employees to obtain samples/data and to explain results and limits
- plotting or documenting results
- undertaking calculations, including:
  - basic arithmetic functions
  - mean, range, mean of means, standard deviation (using appropriate calculation aids)
- using statistics to support process and operations control

Required knowledge

Required knowledge includes:

- sampling techniques
- purpose of sampling and measurement
- random, systematic and stratified sampling
- purpose of replication of data for statistical control
- samples, populations, finite and infinite populations and the differences
- methods of calculating means, standard deviations and the like and their purpose in statistical control
- the meaning of broad/narrow frequency distributions/range/standard deviations and skewed distributions in process terms
- concept of limits, including:
  - 1 sigma warning limits
  - 2 sigma warning limits
  - 3 sigma control limits
  - 6 sigma limits
- types of control charts and their applications to different types of process/product and for different purposes
- process causes of variation and typical cause types of non-random variation
- non-process (e.g. measurement) causes of variation
- recognition of stable and unstable processes
- causes of stability/instability in the process

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- calculation of control limits/process capability and the applications of different control limits
- the standard distribution curve and confidence limits

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • follow sampling procedures • apply basic statistical processes • analyse data to identify variations and non-conformances • plot or document results.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning

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	• reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen)

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	• breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Sampling scheme	Sampling scheme may include: • sampling for attributes or sampling for variables • batch, continuous or custom made products • number of items/samples • size of sample • timing of sampling • location of sampling points • type of sample • number/type of measurements to be done on each sample • sampling equipment • measurement/testing equipment/methods
Procedures	Procedures may include: • work instructions • standard operating procedures • formulas/ recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) • government regulations Procedures may be: • written, verbal, computer-based or in some other

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	format
Handle data	Handle data may include: • calculating means, ranges, mean of means and standard deviations (using appropriate calculation aids) • entering data into a software package • recording data either in writing or electronically • other required manipulations of the data
Control chart	Control charts may include: • run • tally • mean/range • attributes • other relevant charts
Random	Random variation is the term used in statistical control to refer to those variations for which no cause can be found
Non-random	Non-random (also called identifiable cause, assignable cause or special cause) are those variations for which a cause can be found and so the cause of the variation eliminated. Non-random variation may also be used to predict possible breaches of the control limits
Control limits	Control limits (also referred to as process capability) are those limits within which the process will operate if it is 'under control'
Cost of non-conformance	Cost of non-conformance includes: • reprocessing/rework • expediting • unplanned service • excess inventory • complaint handline • downtime • returns • scrap • labour costs • material costs • infrastructure costs/overhead • utility costs
Appropriate limits	Appropriate limits may include:

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	• 1 sigma warning limits • 2 sigma warning limits • 3 sigma control limits • 6 sigma limits

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS404060A Facilitate the use of planning software systems in a work area or team

Modification History

New unit, superseding MSACMT460A Facilitate the use of planning software systems in manufacturing* - Not equivalent

* Prerequisite *MSACMT260A Use planning software systems in manufacturing* - removed

Unit Descriptor

This unit of competency covers the skills and knowledge required to facilitate the use of planning software in an organisation in a person's work area or team. These systems are known by various generic names, such as Enterprise Resource Planning (ERP), Materials Resource Planning (MRPII, MRP III etc.) or by proprietary names.

Application of the Unit

This unit applies to a person who will access the planning software system for their own work, but will also need to provide support and organise skill development programs for their team or work group members. The person will typically be a technical expert, team leader or be in a role where they have sufficient technical understanding of processes in their own work and that of others to be able to facilitate the use of the planning software system.

The planning software system will be used routinely in the work of the team or work group.

This unit primarily requires the application of skills associated with using communication technology and supporting team use of planning software. Problem solving, initiative and enterprise, and planning and organisational skills are required to ensure that planning software is used efficiently. This requires aspects of learning and self-management to ensure own performance and that of the team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Identify scope of planning software	1.1	Identify categories of information held by planning software
		1.2	Identify information categories relevant to team and area processes
		1.3	Identify range of information able to be provided to planning software by team or work group
		1.4	Identify range of information able to be provided to team or work group by planning software
2	Communicate using the planning software system	2.1	Send and receive information using planning software
		2.2	Send and receive messages using planning software
3	Make decisions using planning software	3.1	Interrogate the planning software system to find required current, historical or predicted information
		3.2	Take actions appropriate to the information in accordance with procedures
4	Monitor the use of	4.1	Routinely monitor planning software information

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	planning software	4.2	Review performance and use of planning software with team
5	Support others to use planning software	5.1	Regularly communicate with team or other work group members, both using planning software and face to face
		5.2	Identify improvements required
		5.3	Take appropriate actions to implement improvements

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- entering and receiving information via planning software terminals
- communicating with team and organisation planning software support personnel
- engaging and motivating team in use of planning software
- identifying team or work group area information requirements
- identifying scope of information relevant to team and area available in planning software by categories
- planning and organising improvements in team's use of planning software

Required knowledge

Required knowledge includes:

- hierarchy of planning software system and operation
- information available from/through the planning software system
- query facilities and information analysis capabilities offered by planning software
- support/training/skill development mechanisms available for access by team members

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the

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performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • identify team or work group area information requirements and relate to planning software categories • lead and motivate others in using planning software • ensure information sent to planning software is accurate and appropriate • obtain regular and one-off information from planning software • make decisions using planning software generated information.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence.

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	In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, ERP systems, MRP and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time

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	• process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Planning software	Planning software is a general term applied to a number of software systems which integrate a range of business information, such as: • sales/order taking • finance/accounting • logistics • maintenance • human resources • production It is frequently referred to by names such as ERP or MRP/MRPII. In some cases it can be integrated with engineering applications, such as SCADA systems. In such cases the unit MSS402061A Use SCADA systems in operations may also be required
Information and messages	Information and messages able to be sent and received via the planning software will vary between programs and organisations. This unit assumes that a range of discretion is available to the team leader over the information and messages that can be sent or received. Examples of information and message categories include: • orders • production/operations processes • scheduling (e.g. daily/weekly) • finance and accounting • human resources (e.g. rosters, reserves, training completed and scheduled) • quality requirements • customers • suppliers

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Value stream	The value stream begins with the customer and includes all actions (both value-adding and non-value added) by both internal sections/departments and external organisations to meet a customer requirement. Depending on the operations and the customer requirement stages where value stream actions may occur include: • sales outlet/representative • information gathering, data analysis and research • product design • raw material sourcing • intermediate processing • final assembler/collation/preparation • support services (e.g. accounting, finance and legal) • storage and delivery to customer • after market support

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS404061A Facilitate the use of SCADA systems in a team or work area

Modification History

New unit, superseding MSACMT461A Facilitate SCADA systems in a manufacturing team or work area* - Not equivalent

* Prerequisite *MSACMT261A Use SCADA systems in manufacturing* - removed

Unit Descriptor

This unit of competency covers the skills and knowledge required by a team leader or technical expert to personally use and facilitate the use of System Control and Data Acquisition (SCADA), or other similar systems, and support the team in their use of SCADA.

Application of the Unit

This unit applies to team leaders and others who are providing guidance and support to assist employees to use SCADA. The person will access the SCADA system for their own work, but will also need to provide support and organise skill development programs for their team members.

This competency is also relevant to maintenance personnel using a SCADA system to coordinate maintenance activities.

This unit primarily requires the application of skills associated with using communication technology and supporting team use of SCADA systems. Problem solving, initiative and enterprise, and planning and organisational skills are required to ensure that system is used efficiently. This requires aspects of learning and self-management to ensure own performance and that of the team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Identify scope of SCADA system	1.1	Identify categories of information held in and control options of SCADA system relevant to team or area
		1.2	Identify range of information able to be provided to SCADA system by team
		1.3	Identify range of information able to be provided to team by SCADA system
		1.4	Identify team or area functions impacted by SCADA system
2	Communicate using SCADA system	2.1	Send and receive information using SCADA
		2.2	Send and receive messages using SCADA
3	Make decisions using SCADA	3.1	Interrogate the SCADA system to find required current, historical or predicted information
		3.2	Take actions appropriate to the information
4	Monitor the use of SCADA	4.1	Routinely monitor SCADA information
		4.2	Identify poor uses of SCADA system within team and system inadequacies
		4.3	Identify system improvements required

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		4.4	Take appropriate action to improve SCADA system and its use
5	Support team use of SCADA	5.1	Regularly communicate with team, both using SCADA-based communication and face to face
		5.2	Identify skill improvement needs
		5.3	Identify team members who require additional support
		5.4	Take appropriate action to provide support

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- entering and receiving information via SCADA terminals
- communicating with team and organisation SCADA support personnel
- engaging and motivating team in use of SCADA system
- identifying team or work area information requirements
- identifying scope of team or area processes controlled by SCADA system
- planning and organising improvements in team's use of SCADA

Required knowledge

Required knowledge includes:

- hierarchy of SCADA system and operation
- information available from and controls exercised by/through the SCADA system
- query, control and other facilities and information offered by SCADA
- support/training/skill development mechanisms available for access by team member

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • identify team or area information and operations requirements and relate to SCADA system • lead and motivate others in using SCADA system • obtain regular and one-off information from SCADA system • make decisions using SCADA generated information.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will

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	be combined with targeted questioning to assess the underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time

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	• process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
SCADA	SCADA is a general term applied to a number of systems which automatically collect critical process data, perform required mathematical manipulations on it and then make control decisions and/or give required information personnel for action. SCADA systems are often used in manufacturing but can also be used in other industries. In the continuous sector, the SCADA system is sometimes integrated into other sophisticated computer control systems, such as Distributed Control System (DCS) and these systems do merge in advanced systems. These organisations may simply refer to their SCADA as the DCS or other similar term (such as the proprietary name of the computer system)
Value stream	The value stream begins with the customer and includes all actions (both value-adding and non-value added) by both internal sections/departments and external organisations to meet a customer requirement. Depending on the operations and the customer requirement stages where value stream actions may occur include: • sales outlet/representative • information gathering, data analysis and research • product design • raw material sourcing • intermediate processing • final assembler/ collation/preparation • support services (e.g. accounting, finance and legal) • storage and delivery to customer • after market support

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Unit Sector(s)

Unit sector	Competitive systems and practices

Custom Content Section

Not applicable.

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MSS404081A Undertake proactive maintenance analyses

Modification History

New unit,superseding MSACMT481A Undertake proactive maintenance analyses - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to undertake the most common forms of analyses associated with predictive/preventative/reliability centred maintenance strategies.

Application of the Unit

This unit applies to a technical expert (usually an engineer, technician or tradesperson) who is required to undertake analyses for the purpose of predictive/preventative/reliability centred maintenance as part of a competitive systems and practices strategy.

This unit primarily requires the application of skills associated with communication, teamwork, problem solving, initiative and enterprise, and planning and organising in order to undertake maintenance analyses. This is normally done in the context of using computer technology, and requires aspects of learning and self-management to ensure team involvement and facilitation of learning.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised

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unit of competency.	text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Liaise with operator	1.1	Establish a relationship with the operator of equipment/plant
		1.2	Ensure the operator has the required skills and resources to keep the equipment/plant clean
		1.3	Ensure the operator is able to effectively monitor the operation of the equipment/plant
		1.4	Regularly communicate with operator about the overall equipment effectiveness (OEE) of their equipment/plant
		1.5	Involve operator, team leader and other key personnel in identification of skill needs and means of skill acquisition to fill any identified gaps
2	Analyse history	2.1	Analyse mean time between failures (MTBF) from maintenance records
		2.2	Analyse performance data of the equipment/plant
		2.3	Identify causes of changes to historic trends/status
		2.4	Determine methods of ensuring causes of improvements and resolution of deterioration are locked in
3	Undertake failure mode effects analysis (FMEA) or similar failure effects analysis	3.1	Undertake analysis
		3.2	Record results of analysis
		3.3	Investigate methods of eliminating possibility of failure and/or minimising the impact of the failure
		3.4	Liaise with operator, team leader and other key personnel regarding possible solutions

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		3.5	Select most appropriate solution
		3.6	Implement selected solutions
4	Undertake condition monitoring analysis	4.1	Obtain data for condition monitoring analysis
		4.2	Interpret condition monitoring data
		4.3	Predict required maintenance type and timing from condition monitoring data
		4.4	Liaise with operator, team leader and other key personnel regarding implications of condition monitoring report
		4.5	Involve team members in development of changes to maintenance strategy to ensure awareness, learning and commitment

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- communicating with operators and team leaders in a variety of situations and with different media
- adapting personal communication strategy to different levels of operator and team leader literacy and numeracy
- working in formal and ad-hoc teams to undertake proactive maintenance related analyses
- analyse data to determine trends, variations, equipment history and to prioritise methods of eliminating or minimising equipment failure
- solving problems to root cause
- applying basic arithmetic and statistical methods
- planning for effective data collection
- reading and interpreting engineering specifications/drawings
- reading and interpreting charts and diagrams
- using information system terminals and computer
- recording data in hard or soft formats

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Required knowledge

Required knowledge includes:

- cleaning needs, techniques and principles of equipment in area of responsibility
- methods of assessing operator and maintenance skill gaps and filling them
- techniques for determining MTBF or similar
- techniques for undertaking FMEA or similar
- underpinning principles of competitive systems and practices strategies being implemented and how to adapt them to maintenance
- root cause analysis
- techniques to analyse condition monitoring data

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • identify and analyse data and other information on the historical performance of equipment • involve operators, maintenance and other stakeholders in decisions on proactive maintenance strategies • identify root cause of failure and deterioration in equipment performance • select and implement failure elimination or minimisation solutions.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to

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	production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations

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	• agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • OEE • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
OEE	OEE is the combination of the main factors causing loss of productive capacity from equipment/plant and is: *OEE = availability x performance x quality rate* where: • availability takes into account losses due to breakdown, set up and adjustments • performance takes into account losses due to minor stoppages, reduced speed and idling • quality rate takes into account t losses due to rejects, reworks and start-up waste

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MTBF	MTBF is one key measure of the effectiveness of a maintenance procedure, and is an indicator as to whether root causes are being found and resolved. If MTBF is reducing, then it is an indicator that the maintenance regime is failing. There are many possible causes of any problem. Eliminating some will have no impact, others will ameliorate the problem. However, elimination of the root cause will eliminate the problem. There should only be one root cause for any problem and so the analysis should continue until this one cause is found. Elimination of the root cause permanently eliminates the problem. Depending on the equipment, operations and procedures of the organisation, alternative statistical records of maintenance and maintenance related events may be substituted for MTBF providing they relate strategies for improving OEE.
FMEA	FMEA is a systematic approach that identifies potential failure modes in a system, product, or operations/assembly operation caused by either design or operations/assembly process deficiencies. It also identifies critical or significant design or process characteristics that require special controls to prevent or detect failure modes. FMEA is a tool used to prevent problems from occurring. Some industry sectors have highly adapted forms of FMEA and may practice traditional FMEA in say their routine maintenance while using another technique, such as Hazard and Operability Studies (HAZOP) for design and modification. HAZOP is a form of FMEA which has been practiced by the process industries for over 30 years and examines the implications of changes in process conditions to process stability.
Condition monitoring	In this unit condition monitoring is used to describe the process of analysing the implications of condition monitoring data for proactive maintenance, whether it be obtained from non-destructive testing (NDT) reports, visual assessment by experts, diagnostic reports obtained from SCADA or other enterprise or equipment software and product or process quality analyses. It does not require the actual undertaking of the NDT or condition monitoring assessment or test. If this is required appropriate units from other Training Packages will be

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	required.

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS404082A Assist in implementing a proactive maintenance strategy

Modification History

New unit, superseding MSACMT482A Assist in implementing a proactive maintenance strategy - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required by a maintenance person to assist in the implementation of a proactive maintenance strategy in an organisation. This unit includes the interaction between a maintenance worker and operators, as appropriate.

Application of the Unit

This unit applies to a maintenance person in an organisation that has adopted or is implementing total preventative/productive maintenance (TPM), reliability centred maintenance (RCM) or similar strategies. As part of this, the maintenance person is expected to assist in the implementation by determining appropriate maintenance related schedules and also by providing maintenance related assistance to non-maintenance personnel, such as assisting production personnel to fulfil their role in the TPM/RCM strategy.

This unit requires the application of skills associated with problem solving and initiative and enterprise in order to analyse maintenance requirements. Communication, teamwork and planning and organising skills will be required to implement reliability strategies. This requires aspects of self-management to ensure improvement of own performance and learning.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Develop components of reliability strategy for a work/plant area	1.1	Determine manufacturer's recommended inspection, servicing and related schedules for relevant plant
		1.2	Consult with relevant people with regard to appropriate inspections, services and schedules
		1.3	Discuss any conflicts with relevant people and seek resolution of conflicts
		1.4	Develop schedules in liaison with relevant people
		1.5	Identify inspections and servicing which may be done by operations personnel in liaison with relevant stakeholders
2	Assess current practice for maintenance implications	2.1	Identify the overall equipment effectiveness (OEE) or other organisation targets for equipment/plant
		2.2	Evaluate procedures for plant/equipment reliability implications
		2.3	Discuss current practices with relevant people to determine any plant/equipment reliability implications
		2.4	Recommend changes to improve plant/equipment reliability in accordance with procedures
3	Assist in implementing the reliability strategy	3.1	Arrange for schedules to be incorporated in relevant work plans
		3.2	Identify training needs in discussion with relevant

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personnel

3.3 Assist personnel to develop required skills for inspections/servicing within scope of authority

3.4 Collect data/information as required by own work plan

3.5 Compare data/information with performance indicators

3.6 Recommend improvements to reliability strategy in accordance with procedures

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- explaining concepts and processes of chosen proactive maintenance strategy used by the organisation and distinguishing from traditional (breakdown) maintenance strategies
- communicating with operators, other maintenance personnel, team leaders and technical experts in a variety of situations and using different media
- adapting personal communication strategy to different levels of operator and team leader literacy and numeracy
- working in formal and ad-hoc teams to implement proactive maintenance
- solving problems to root cause
- planning proactive maintenance tasks to fit in with maintenance and production schedules and the needs of other staff
- assessing the ability of operations personnel with regard to inspections and servicing of equipment
- reading and interpreting charts and diagrams, manufacturer manuals and specifications and operating procedures

Required knowledge

Required knowledge includes:

- requirements of the proactive maintenance strategy being implemented
- operating principles and procedures for equipment/plant subject to proactive maintenance strategy
- purpose and processes for data collection in proactive maintenance strategies
- procedures relevant to own job and organisation implementation of proactive maintenance

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- methods of making/recommending improvements

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • source information from manuals and other technical documentation or software • effectively communicate with users on equipment operational and maintenance history • develop schedules for maintenance activities including seeking technical assistance, where appropriate • differentiate between proactive and traditional maintenance strategies.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation

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	• case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and

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	analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • OEE • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise, the work organisation, culture • regulatory environment and the industry sector
TPM	TPM is an application of total quality management to maintenance with the intention of increasing reliability, getting it right first time and increasing OEE
RCM	RCM moves maintenance from reactive, or even planned/programmed, towards a focus on uptime and OEE
Similar strategies	Similar strategies may include: • mean time between failure (MTBF) which is one key measure of the effectiveness of a maintenance procedure, and is an indicator as to whether root causes are being found and resolved. If MTBF is reducing, then it is an indicator that the maintenance regime is failing • failure mode and effects analysis (FMEA) which is a systematic approach that identifies potential failure modes in a system, product, or equipment based operations caused by either design or operation/process deficiencies. It also identifies critical or significant design or process characteristics that require special controls to prevent or detect failure modes. FMEA is a tool used to prevent problems from occurring • industry sectors have highly adapted forms of FMEA

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	and which may practice traditional FMEA in say their routine maintenance while using another technique, such as Hazard and Operability Studies (HAZOP) for design and modification. HAZOP is a form of FMEA which has been practiced by the process industries for over 30 years and examines the implications of changes in process conditions to process stability • condition monitoring which often involves quite sophisticated monitoring of equipment, including such things as vibration monitoring, instrumental analysis of lubricating oil, and so on, to determine the current state of the equipment, monitor the change in this condition and predict when it needs servicing/maintenance to maintain reliability.
OEE	OEE is the combination of the main factors causing loss of productive capacity from equipment/plant and is: *OEE = availability x performance x quality rate* where: • availability takes into account losses due to breakdown, set-up and adjustments • performance takes into account losses due to minor stoppages, reduced speed and idling • quality rate takes into account the losses due to rejects, reworks and start-up waste
Uptime	Uptime refers to the overall availability of the plant (it is the inverse of downtime) or the unavailability of the plant. Ideal uptime is 100%
Inspection	Inspection may include: • reading dials, gauges and meters • observations, including those using sight, hearing, smell and feel • observations of product quality/faults/rejects
Servicing	Servicing may include: • cleaning • lubricating • topping up • adjusting
Procedures	Procedures may include: • work instructions • standard operating procedures

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	• formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) • government regulations Procedures may be: • written, verbal, computer based or in some other format

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS405001A Develop competitive systems and practices for an organisation

Modification History

New unit, superseding MSACMS600A Develop a competitive manufacturing system - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to develop new strategies for competitive systems and practices or make improvements to existing systems and practices.

Application of the Unit

This unit applies to a manager, technical specialist or similar in an organisation implementing competitive systems and practices, or in an organisation wishing to embark on the competitive systems and practices path. The person needs to be able to analyse the needs of the organisation and develop strategies and systems for effective implementation and continuous improvement of competitive systems and practices in the organisation.

This unit primarily requires the application of skills associated with communication in gathering, analysing and applying information and consulting with stakeholders. Problem solving, initiative and enterprise, and planning and organising are required to determine effective competitive systems and practices strategies for the organisation. This unit also requires aspects of self-management and learning to ensure feedback and new learning is integrated into competitive systems and practices strategies.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Determine appropriate analytical techniques	1.1	Liaise with key stakeholders to determine objectives of operations strategy
		1.2	Examine current operations to determine major areas requiring improvement
		1.3	Compare possible strategies, techniques and tools against organisation needs
		1.4	Select possible strategies, techniques and tools
		1.5	Consult with key stakeholders to confirm selected strategies, techniques and tools
2	Develop competitive systems and practices strategies	2.1	Estimate benefit/cost ratio for major stakeholders and the value stream overall
		2.2	Determine preferred operations strategy
		2.3	Examine and adapt strategy to organisation needs and priorities
		2.4	Examine and adapt competitive systems and practices techniques and tools required to implement strategy
		2.5	Negotiate with key stakeholders to develop an implementation plan
		2.6	Determine key information and performance indicators required

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3	Implement strategy	3.1	Determine data collection required
		3.2	Identify and evaluate methods of collecting and processing required data
		3.3	Determine hardware and other resources required
		3.4	Evaluate skill needs required
		3.5	Ensure all resources/training are available and completed
		3.6	Implement strategy
4	Monitor implementation of strategy	4.1	Compare information/performance indicators with desired levels
		4.2	Liaise with key stakeholders regarding strategy issues
		4.3	Identify areas requiring adjustment
		4.4	Make required adjustments

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- undertaking self-directed problem solving and decision-making on issues of a broad and/or highly specialised nature and in a wide variety of contexts
- analysing current state/situation of the organisation and value stream, including appropriateness of strategy, operations and internal and external relationships, including value stream members
- determining appropriate key performance indicators (KPIs) and overseeing data collection
- selecting appropriate competitive systems and practices tools and techniques, such as:
  - value stream mapping
  - 5S
  - Just in Time (JIT)
  - mistake proofing
  - process mapping

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  - establishing customer pull
  - kaizen and kaizen blitz
  - setting of KPIs/metrics
  - identification and elimination of waste
- communicating at all levels in the organisation and value stream and to audiences of different levels of literacy and numeracy
- prioritising situations and actions based on:
  - customer benefit
  - cost/benefit analysis
- reviewing and modifying strategies and KPIs, as required

Required knowledge

Required knowledge includes:

- competitive systems and practices principles and tools, including:
  - value stream mapping
  - 5S
  - JIT
  - mistake proofing
  - process mapping
  - establishing customer pull
  - kaizen and kaizen blitz
  - setting of key performance indicators/metrics
  - identification and elimination of waste
- methods of estimating costs/benefits
- acceptable benefit/cost ratios
- continuous improvement principles
- principles of motivation and leadership
- characteristics and strengths of different types of strategies, techniques and tools, such as 5S, JIT, six sigma, lean operations and agile operations
- business goals sufficient to match the strategy to the business needs
- strategic thinking
- principles of process equipment and how to improve its reliability
- resources required and how to obtain them

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the

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performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of their ability to: • determine appropriate analytical techniques • develop strategies that deliver the greatest overall benefit • implement the strategies • monitor the implementation of the strategy.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to

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	accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • JIT, kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures

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	• current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Competitive systems and practices techniques and tools	Competitive systems and practices techniques and tools may include: • value stream mapping • 5S • JIT • mistake proofing • process mapping • establishing customer pull • kaizen and kaizen blitz • setting of KPIs/metrics • identification and elimination of waste (muda) • standardisation
Value stream	The value stream begins with the customer and includes all actions (both value-adding and non-value added) by both internal sections/departments and external organisations to meet a customer requirement. Depending on the operations and the customer requirement stages where value stream actions may occur include: • sales outlet/representative • information gathering, data analysis and research • product design • raw material sourcing • intermediate processing • final assembler/collation/preparation • support services (e.g. accounting, finance and legal) • storage and delivery to customer • after market support

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Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS405002A Analyse and map a value stream

Modification History

New unit, superseding MSACMS601A Analyse and map a value chain* - Not equivalent

* Prerequisite *MSACMT631A Undertake value analysis of product costs in terms of customer requirements* - removed

Unit Descriptor

This unit of competency covers the skills and knowledge required to analyse and map a value stream, including the clear identification of the place of an organisation in the value stream and its contribution to the value stream. The unit includes the identification of an organisation in a value stream, their relationships and the activities undertaken by value stream organisations. The identification skills include identification at the virtual or information level, the technical or process level, and at the physical or logistic level.

The unit includes the analysis of value-adding and non-value adding activities and the information needs for successful value stream mapping, including information technology (IT) needs.

This unit covers the analysis of the supply chain, the demand chain as well as the overall value stream.

Application of the Unit

This unit applies to a person in a senior role in an organisation, such as an operations manager, purchasing manager, senior technical officer performing planning or scheduling or similar who needs to analyse and map a value stream, a supply chain, or a demand chain in order to understand the interactions between all members and determine the value added/potential value added by each member. The value stream is represented visually according to organisation format requirements.

This information is the basis for the design of Just in Time (JIT) and for the determination of waste. Value stream analysis is not a one-off activity but rather an ongoing activity of re-analysis as the value stream changes and its members progress towards excellence in competitive systems and practices.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Map the value stream	1.1	Select a product/product group for analysis
		1.2	Identify ultimate customer
		1.3	Identify ultimate supplier
		1.4	Identify all organisations between ultimate supplier and ultimate customer
		1.5	Identify all steps in own organisation
		1.6	Map value stream
2	Define customer need	2.1	Determine the features/benefits obtained by customers from product
		2.2	Determine methods of measuring the contribution to each features/benefits
		2.3	Identify possible data sources for required measures
		2.4	Implement measurement of contribution to features/benefits

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3	Assess the value added at each step	3.1	Identify value contributed by each external organisation
		3.2	Determine value added by each internal step
		3.3	Determine method of measuring value added
4	Reduce waste	4.1	Compare value added to customer benefit/feature
		4.2	Identify activities on value stream map which do not add to customer benefit/features
		4.3	Liaise with external value stream members to determine methods to reduce overall waste
		4.4	Take required actions to reduce waste

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- identifying for an individual organisation its place in the value stream, including immediate upstream and downstream organisations
- determining flow of materials and information along the value stream, including:
  - output quantities and qualities
  - variability in quality and quantity
  - uptime
  - other key performance indicators (KPIs) indicators appropriate to the organisation and customer requirements
- classifying steps and processes into value adding and non-value adding, including determining appropriate methods for measuring value added
- mapping value stream showing flow of information and materials in either hard copy or using software
- communicating at all levels in the organisation and value stream and to audiences of different levels of literacy and numeracy

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Required knowledge

Required knowledge includes:

- purpose of value stream analysis
- methods of value stream analysis and mapping
- concept of waste and value in terms of customer benefit
- types of waste and methods of reducing it
- processes, and operations used in own organisation to make products or deliver services to internal and external customers
- processes employed by other members of the value stream sufficient to have meaningful dialogue with them

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of their ability to:
	• review activities of organisations to determine:
	  • their place in value stream
	  • value added by each organisation
	  • non-value added steps within each organisation
	• determine methods of measuring value added
	• prepare a map of a value stream that includes all value creating and non value adding steps.

Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers

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	• case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as

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	Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Value stream	The value stream begins with the customer and includes all actions (both value-adding and non-value added) by both internal sections/departments and external organisations to meet a customer requirement. Depending on the operations and the customer requirement stages where value stream actions may occur include: • sales outlet/representative • information gathering, data analysis and research • product design • raw material sourcing • intermediate processing • final assembler/collation/preparation • support services (e.g. accounting, finance and legal)

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	• storage and delivery to customer • after market support
Value-added	Value-added is measured against its contribution to the customer benefits/features and may be in the form of: • technical benefits/features • location benefits/features • aesthetic benefits/features • information benefits/features
Map value stream	The map of the value stream can be completed using: • hard copy (e.g. paper or whiteboard) • appropriate software tools The map should show all participants and stages of materials and information flow and the value creating and non-value adding steps and processes
JIT	JIT refers to: • a production scheduling concept that calls for any item needed at a production operation (whether raw material, finished item, or anything in between) to be produced and available precisely when needed, neither a moment earlier nor a moment later
Waste	Waste (also known as muda in the Toyota Production System and its derivatives) is any activity which does not contribute to customer benefit/features in the product. Within operations, categories of waste include: • excess production and early production • delays • movement and transport • poor process design • inventory • inefficient performance of a process • making defective items • activities which do not yield any benefit to the organisation or any benefit to the organisations customers

Unit Sector(s)

Unit sector Competitive systems and practices

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Custom Content Section

Not applicable.

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MSS405003A Manage a value stream

Modification History

New unit, superseding MSACMS602A Manage a value chain* - Not equivalent

* Prerequites MSACMS601A Analyse and map a value chain and MSACMT631A Undertake value analysis of product costs in terms of customer requirements - removed

Unit Descriptor

This unit of competency covers the skills and knowledge required to manage a value stream, a supply chain or a demand chain, including close liaison with suppliers and customers.

This unit covers the managing of the supply chain, the demand chain as well as the overall value stream and may be applied to the managing of the chain internally/externally within an organisation.

Application of the Unit

This unit applies to a person in a senior role in an organisation, such as a manager, technical specialist or similar, who needs to manage the value/supply/demand chain on an ongoing basis to achieve the best overall contribution of valued added to their product in terms of customer benefit/features. The unit can be applied to value streams of large or small organisations and to internal and external value streams or a combination value stream.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Evaluate the value stream	1.1	Identify all members in the value stream for products in area of responsibility
		1.2	Identify value added by each member of the chain
		1.3	Identify non-value adding steps in the value stream
		1.4	Identify acute and chronic issues which impact on the value stream
		1.5	Develop priority list of items for improvement
2	Liaise regularly with chain members	2.1	Establish and maintain regular liaison with all chain members
		2.2	Identify current and forecast issues with each member
		2.3	Work with members to help them address their issues
		2.4	Build trust and confidence in the relationship
		2.5	Develop with each chain member a priority list of items for improvement
		2.6	Negotiate with all chain members to ensure improvements benefit chain members and improve the benefits/features perceived by the ultimate customer
3	Monitor the value added at each step	3.1	Identify changes in value added by each chain member
		3.2	Identify areas where changes to value added are required

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		3.3	Develop a priority list of required value-added changes
		3.4	Work with chain member to bring about improvements to value added
4	Continue to reduce waste	4.1	Identify waste in value stream
		4.2	Work with chain members to continually reduce waste

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- reading and interpreting a value stream map
- identifying, monitoring and managing flow of materials, information and services in the value stream, including:
  - output quantities and qualities
  - variability
  - uptime
  - other key performance indicators (KPIs) indicators appropriate to the value stream organisations and customer benefit/requirements
- communicating and negotiating at all levels in the organisation and value stream and with individuals of different levels of literacy and numeracy
- identifying steps and processes as value adding and non-value adding
- using appropriate methods for measure value added at steps in the value stream

Required knowledge

Required knowledge includes:

- purpose of value stream analysis
- methods of value stream analysis and mapping
- concept of waste and value in terms of customer benefit
- types of waste and methods of reducing it
- processes, and operations used in own organisation to make products or deliver services to internal and external customers

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- processes employed by other members of the value stream sufficient to have meaningful dialogue with them

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of their ability to: • review activities of organisations to determine: • their place in value stream • value added by each organisation • non-value added steps within each organisation • determine priorities for improvement in own organisation • negotiate with value stream members on improvements • monitor improvements to determine value added.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects

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	• suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems

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	• supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Value stream	The value stream begins with the customer and includes all actions (both value-adding and non-value added) by both internal sections/departments and external organisations to meet a customer requirement. Depending on the operations and the customer requirement stages where value stream actions may occur include: • sales outlet/representative • information gathering, data analysis and research • product design • raw material sourcing • intermediate processing • final assembler/collation/preparation • support services (e.g. accounting, finance and legal) • storage and delivery to customer • after market support
Value added	Value added is measured against its contribution to the customer benefits/features and may be in the form of: • technical benefits/features • location benefits/features • aesthetic benefits/features

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	• information benefits/features
Value stream map	The map of the value stream may include: • hard copy (e.g. paper or whiteboard) • using appropriate software The map should show all participants and stages of materials and information flow and the value creating and non-value adding steps and processes
Waste	Waste (also known as muda in the Toyota Production System and its derivatives) is any activity which does not contribute to customer benefit/features in the product. Within operations, categories of waste include: • excess production and early production • delays • movement and transport • poor process design • inventory • inefficient performance of a process • making defective items • activities which do not yield any benefit to the organisation or any benefit to the organisation's customers

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS405004A Develop business plans in an organisation implementing competitive systems and practices

Modification History

New unit, superseding MSACMS603A Develop manufacturing related business plans - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to develop business plans in an organisation implementing competitive systems and practices.

Application of the Unit

This unit applies to a person in an organisation implementing competitive systems and practices (e.g. a production/plant manager, purchasing/technical officer or similar) who is required to develop a section business plan to meet the requirements of the overall strategic plan of the organisation. The plan includes the impact on the value stream and other critical competitive systems and practices factors. Due to competitive pressures this may be a reasonably frequent activity and can occur at any time over the business cycle. The plan may be in response to a specific change, or it may be a plan for the next period.

This unit assumes that up-to-date information about the organisation's role in the value stream is available. For detailed mapping and analysis of the value stream refer to MSS405002A Analyse and map a value stream.

This unit primarily requires the application of skills associated with gathering, analysing and applying information and consulting with stakeholders. Problem solving, initiative and enterprise, and planning and organising are required to develop an effective and measurable business plan. This unit also requires aspects of self-management and learning to ensure feedback and new learning is integrated into competitive systems and practices strategies.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Determine purpose of plan	1.1	Confirm reason for developing plan and expected outcomes from plan
		1.2	Confirm purpose of plan with all relevant stakeholders
		1.3	Check expected outcomes from plan with overall strategic plan for organisation
		1.4	Identify any potential areas for conflict between proposed plan and strategic directions
		1.5	Negotiate with relevant stakeholders to resolve issues
2	Develop objectives and strategies	2.1	Draft objectives for business plan
		2.2	Draft strategies to achieve these objectives
		2.3	Determine implications for value stream
		2.4	Determine capital or workplace layout/organisation implications for objectives and strategies
3	Develop plans to meet objectives	3.1	Negotiate with relevant stakeholders over implications for objectives and strategies

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	and strategies	3.2	In liaison with relevant stakeholders, develop plans to meet objectives
		3.3	Determine relevant key performance indicators (KPIs) for plan
		3.4	Check KPIs are appropriate for purpose of plan
		3.5	Check plan will deliver planned purpose
		3.6	Map plan to changed value stream
		3.7	Adjust plan to optimise value stream
		3.8	Validate plan with relevant stakeholders
4	Monitor the implementation of the plan	4.1	Release plan for implementation
		4.2	Check the key progress points against the key stages of the plan
		4.3	Note any discrepancies
		4.4	Take appropriate action to ensure correct implementation of plan

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- communicating at all levels in the organisation and value stream and to audiences of different levels of literacy and numeracy
- undertaking self-directed problem solving and decision-making on issues of a broad and/or highly specialised nature and in a wide variety of contexts
- analysing organisation overall strategic plan for implications relevant to competitive systems and practices implementation
- determining appropriate KPIs and methods of data collection
- determining best means of gathering data, including data from monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary

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systems
- identifying value stream members and performance
- determining implications of business plan for value stream
- analysing data, including competitive systems and practices indicators and verifying results with stakeholders
- determining key parameters for business plan, including:
  - scope
  - period
  - objectives in terms of customer benefit
  - relationship to overall organisation objectives
  - targets
  - KPIs
  - implementation strategy
  - risk management
  - monitoring and adjustment strategy
  - approval process

Required knowledge

Required knowledge includes:

- organisation strategic directions
- business planning methods and types of plans
- contingency planning and other risk mitigating planning tools
- the organisation's value stream
- analysis of value stream
- competitive systems and practices
- application of quality principles
- human resources and industrial relations
- occupational health and safety (OHS)

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of their ability to: • develop a business plan that conforms to organisation

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	overall strategic directions • determine implications of business plan for competitive systems and practices practice in organisation • determine KPIs appropriate for business plan • monitor the implementation of a business plan and make adjustments as necessary.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.

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Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as SCADA software, ERP systems, MRP and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account:

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	• the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Plan	Plan may include: • any sort of business plan and may emphasise any of the areas for sub-plans over the others
Objectives	Objectives may include performance in terms of: • sales • profit • quality • OHS • environment • competitive systems and practices • human, physical, financial and environmental/resource use
Objectives and strategies	Objectives and strategies may include: • human and industrial relations practice • material/component and resources use • sustainable environmental practices • sales and marketing • financial • regulatory compliance
Relevant stakeholders	Relevant stakeholders may include: • other team members • other workers • management • technical specialists • other members of the value stream
Value stream	The value stream begins with the customer and includes all actions (both value adding and non value added) by both internal sections/departments and external organisations to meet a customer requirement. Depending on the operations and the customer requirement stages where value stream actions may occur include: • sales outlet/representative • information gathering, data analysis and research

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	• product design • raw material sourcing • intermediate processing • final assembler/ collation/preparation • support services (e.g. accounting, finance and legal) • storage and delivery to customer • after market support

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS405020A Develop quick changeover procedures

Modification History

New unit, superseding MSACMT620A Develop quick changeover procedures - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to develop/improve changeovers for equipment, processes or operations. It includes critically analysing existing changeovers, applying quick changeover principles, and developing improved changeover procedures.

Application of the Unit

This unit applies to managers, technical specialists or similar in an organisation that has adopted or is adopting a quick changeover approach to its changeovers. The changeovers may be to equipment, processes or operations. This unit applies to the structured development and/or improvement of the changeover procedures.

This unit requires the application of skills associated with communication, problem solving, initiative, enterprise, planning and organising in order to analyse and determine changeover procedures. This unit also requires aspects of self-management and learning to ensure feedback and new learning is integrated into the development of procedures.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised

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unit of competency.	text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Analyse changeover	1.1	Critically observe changeover process
		1.2	Identify steps in changeover
		1.3	Identify start situation and required finish situation for changeover
2	Apply quick changeover principles	2.1	Identify changes to the start situation and required finish situation which are possible
		2.2	Identify internal and external changeover activities
		2.3	Identify activities which could be improved/eliminated
		2.4	Eliminate/reduce adjustments required after changeover
		2.5	Develop improved changeover process and recommendations for implementation procedure
		2.6	Liaise with relevant people to validate recommendations
3	Assess and minimise risks in changeover	3.1	Analyse hazards and risks from all steps in changeover
		3.2	Apply ergonomic principles and hierarchy of control to each equipment and manual hazard
		3.3	Assess any regulatory risk in changeover
		3.4	Minimise hazards during changeover ensuring final risk profile is acceptable
4	Implement	4.1	Acquire any required resources and approvals

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improved changeover	4.2	Organise trials of improved changeover
	4.3	Monitor trial
	4.4	Make adjustments to changeover process
	4.5	Implement improved changeover process

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- critically analysing an existing changeover, including a detailed examination of all actions and delays and the times taken
- determining key steps in changeover
- identifying regulatory implications and other risks changes to procedures
- differentiating between habitual practice and necessary activity
- identifying opportunities to maximise external set up work
- communicating with others to explain and supervise changed procedures

Required knowledge

Required knowledge includes:

- principles of quick changeover
- equipment and operating environment of activities subject to quick changeover
- regulatory and commercial obligations and risk environment for operations subject to quick changeover analysis
- safe movement and other relevant occupational health and safety (OHS) principles
- relevant procedures
- purposes/requirements of changeover
- sourcing of resources
- trialling procedures

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of their ability to: • observe and analyse steps in an existing changeover • manage risks in adjusting changeover procedures • develop changeover adjustments that deliver the greatest overall benefit • supervise changeover procedure trials.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenario, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess

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	underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping

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	• problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Changeover	Changeover may refer to: • equipment exchanges, such as an exchange of dies/tools (traditional) • change between batches • change between campaigns (process manufacturing) • quantum equipment/process change to produce a different product
Quick changeover	Quick changeovers may be known by a number of alternative titles depending on the industry sector. In manufacturing quick changeovers may be referred to as: • single minute exchange of die (SMED) • single-digit set-up – performing a set-up activity in a single-digit number of minutes (i.e. fewer than ten) • one touch exchange of die (OTED) – literally, changing a die with one physical motion, such as pushing a button – broadly, an extremely simple procedure for performing a set-up activity While the term die is the traditional term, organisations that require changeovers using other equipment are also covered by this unit. This unit may not be applicable to a totally continuous operation producing only the one product, or simultaneous range of products. This is not applicable to a maintenance/pressure vessel inspection (PVI) shutdown as experienced by the continuous process manufacturers. However, where there are continuous operations on a campaign basis, it may be applied to the development of changeover procedures between campaigns or similar changeovers
Set-up work	Set-up time is the work required to change over a machine or process from one item or operation to the

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	next item or operation. It can be divided into two types: • internal set-up work that can be done only when the machine or process is not actively engaged • external set-up work that can be done concurrently with the machine or process performing productive duties
Principles	The principles of quick changeover include: • the principles of efficient movement as well as an understanding of equipment features and aids, including jigs, fixtures, locating devices and mechanical aids which will reduce human effort and time required
Improved/eliminated	Activities which should be improved/eliminated include: • those which take time or are unreliable in terms of outcome • those which are difficult to do or have adverse OHS implications (e.g. repetitive strain injury, back injury and finger injuries)
Hazards and risks	Hazards and risks include those related to: • OHS • regulatory compliance • environment • commercial and contractual obligations An acceptable risk profile for changeovers is one which, at the minimum, meets regulatory and organisation requirements and does not increase the current risk profile
Procedures	Procedures may include: • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the plan • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) • government regulations Procedures may be: • written, verbal, computer-based or in some other

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	format

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS405021A Develop a Just in Time system

Modification History

New unit, superseding MSACMT621A Develop a Just in Time (JIT) system* - Not equivalent

* Prerequisite MSACMC410A Lead change in a manufacturing environment - removed

Unit Descriptor

Not applicable.

Application of the Unit

This unit applies to a person responsible for planning and implementing a JIT system. It includes consulting with employees, suppliers and customers regarding the change. This may require identification of training and other employee support as well as identifying possible logistical support.

The unit includes kanban-based JIT systems but also applies to other sectors and systems where a traditional kanban-type JIT may not be suitable through the unit's coverage of JIT principles.

This unit requires the application of skills associated with communication in gathering, analysing and applying information, consulting with stakeholders, problem solving, and demonstrating initiative and enterprise. This unit also requires aspects of self-management and learning to ensure feedback and new learning is integrated into the JIT design.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Design the JIT system/system improvements	1.1	Identify value chain members
		1.2	Consult with internal and external value chain members
		1.3	Identify current storage/inventory in value chain
		1.4	Determine flow authorisation indicators
		1.5	Determine minimum and maximum operations rate
		1.6	Determine lead time for product or service
		1.7	Determine number of units per kanban
		1.8	Draft workable procedures to implement JIT
2	Implement the JIT system/improvements	2.1	Consult with key internal stakeholders to develop solutions to JIT issues
		2.2	Ensure all stakeholders have required JIT-related skills and related issues have been resolved
		2.3	Liaise with key external members of the value chain to develop solutions to JIT issues
		2.4	Develop implementation plan for JIT
		2.5	Determine key measures of JIT
3	Monitor the JIT	3.1	Monitor key measures of JIT

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system	3.2	Regularly liaise with key stakeholders seeking areas for improvement
	3.3	Identify areas in need of improvement

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- communicating at all levels in the organisation and value stream and to audiences of different levels of literacy and numeracy
- undertaking self-directed problem solving and decision-making on issues of a broad and/or highly specialised nature and in a wide variety of contexts
- analysing equipment, operations and value stream and determining best flow authorisation strategy, including:
  - form of kanban or flow authorisation indicator
  - integration with operations and other competitive systems and practices tools and techniques
  - key measures and monitoring strategy for JIT system
  - procedures to be adopted in the event of a non-conformance
- problem solving JIT issues and non-conformances to root cause

Required knowledge

Required knowledge includes:

- needs of internal and external value chain members
- principles of JIT, including:
  - demand pull
  - flow authorisation
  - kanban
  - capability rate
  - monitoring
  - non-conformance procedures
- reasons for delays/storages/inventories in the value stream and methods of reducing/eliminating them
- methods of identifying skill gaps and methods of filling skill gaps

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- key business objectives associated with implementing JIT
- principles of the operational processes relevant to the JIT implementation
- production data generated by the process and its application to JIT

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of their ability to:
	• develop a complete JIT system, including:
	  • implementation strategy
	  • key measures
	  • training and support strategy for employees and value chain members
	  • procedures in the event of a non-conformance
	• communicate and negotiate complex issues to a wide variety of individuals
	• supervise JIT implementation and suggest improvements.

Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a

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	combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	This unit may be assessed concurrently with: • MSS405002A Analyse and map a value stream, and/or • MSS405050A Determine and improve process capability. This unit is related to: • MSS402021A Apply Just in Time procedures • MSS403021A Facilitate a Just in Time system which cover the lowest and intermediate skill levels in competitive systems and practices respectively. Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of

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the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • JIT, kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
JIT	JIT is a production scheduling concept that calls for any item or service needed at a production operation, whether raw material, components, fuel, power, finished item, or anything else in between raw material and delivery to the final customer, to be produced and available precisely when needed, neither a moment earlier nor a moment later. JIT principles may also be applied to non-product based manufacturing operations (e.g. where services

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	must be delivered on demand, such as transport)
Kanban	Kanban is a signal to authorise production or movement of an item to the next stage of production or operations. It is often a physical item for example a card, bin or sheet. When fully implemented, kanban operates according to the following rules: • all production and movement of parts, material or other necessary items takes place only as required by a downstream operation • the specific tool which authorises production or movement is called a kanban Kanban is typically applied to batch type operations and the production is measured in units produced. In continuous operations organisations, production is measured in terms of production rate (e.g. kg/h, tonne/day) and rate is increased/decreased according to the flow authorisation which may be a kanban (e.g. ticket or order from a supplier) or may be a SCADA signal from a remote facility (e.g. customer tank) saying that resupply is required or similar. In service operations a physical kanban may not be used – see flow authorisation indicator
SCADA	SCADA refers to: • a number of systems which automatically collect critical process data, perform required mathematical manipulations on it and then make control decisions and/or give required information personnel for action
Value stream	The value stream begins with the customer and includes all actions (both value-adding and non-value added) by both internal sections/departments and external organisations to meet a customer requirement. Depending on the operations and the customer requirement stages where value stream actions may occur include: • sales outlet/representative • information gathering, data analysis and research • product design • raw material sourcing • intermediate processing • final assembler/ collation/preparation • support services (e.g. accounting, finance and legal) • storage and delivery to customer

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	• after market support
Flow authorisation indicator	Flow authorisation indicator may include: • kanban bin, ticket or similar • other indicator of demand pull
Pull system	Pull system includes: • an operations planning system which makes to demand, rather than for stock or to a forecast
Cards/bins	Cards/bins include: • the indicators used for production authorisation and may be physical cards or bins or some other suitable indicator
Procedures	Procedures may include: • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) • government regulations Procedures may be: • written, verbal, computer-based or in some other format
Key measures	Key measures may include: • inventory levels • lead time • in full, on time and in specification (IFOTIS) delivery • productivity/production rate • other measures of pull through the value chain • quality

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Unit Sector(s)

Unit sector	Competitive systems and practices

Custom Content Section

Not applicable.

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MSS405030A Optimise cost of a product or service

Modification History

New unit, superseding MSACMT630A Optimise cost of product* - Not equivalent

* Prerequisite *MSACMT631A Undertake value analysis of product costs in terms of customer requirements* - removed

Unit Descriptor

This unit of competency covers the skills and knowledge required to examine the costs of a product or service and determine methods of reducing costs.

Application of the Unit

This unit applies to an individual a who is required to undertake a detailed study of a product or service's costs, including analysing it by its cost components to determining the best method of lowering the cost overall. This unit differs from *MSS405031A Undertake value analysis of a product or process costs in terms of customer requirements*, in that it looks at all costs, including overheads and takes a wider and more traditional approach to the cost of the product. Information and cost reduction strategies gained from the application of this unit may support other cost approaches in the enterprise, including value stream costing.

This unit primarily requires the application of skills associated with communication in gathering, analysing and applying information. Problem solving, initiative and enterprise, and planning and organising are required to calculate cost components and determine cost optimisation strategies. This unit also requires aspects of self-management and learning to ensure feedback and new learning is integrated into costing methods.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Analyse total cost components of a product or service	1.1	Identify all cost components of product or service
		1.2	Allocate cost components to major categories, such as overhead, depreciation, energy, consumables and labour
		1.3	Distinguish between costs which directly deliver customer features/benefits and waste
2	Optimise costs	2.1	Analyse causes of costs which lead to customer features/benefit
		2.2	Determine methods of increasing the customer benefit/cost ratio
		2.3	Analyse causes of waste costs
		2.4	Determine methods of reducing/eliminating waste costs
		2.5	Analyse interactions between cost components
		2.6	Check that one method of reducing costs does not cause an increase in another cost/reduction in consumer benefit
		2.7	Check that cost reduction plans do not reduce required levels of regulatory compliance or occupational health and safety (OHS)
3	Implement cost optimisation	3.1	Develop cost optimisation plans
		3.2	Negotiate with relevant people to agree on implementation plans

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3.3 Take actions to implement the cost optimisation

3.4 Monitor the implementation of the cost optimisation

3.5 Make adjustments to the plan, as required

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- undertaking self-directed problem solving and decision-making on issues of a broad and/or highly specialised nature and in a wide variety of contexts
- communicating at all levels in the organisation and value chain and to audiences of different levels of literacy and numeracy
- identifying relevant cost component categories for organisation, product and process
- identifying customers, including final customer and features/benefits as valued by customers
- expressing customer features/benefits in cost terms
- determining application scope of cost reduction plan, including product/s, areas, employees and suppliers included in plan

Required knowledge

Required knowledge includes:

- cost components of product
- major costs which are controllable (and how to control them)
- concept and types of waste (muda)
- interrelationship of cost components and costs and benefits, including:
  - methods of estimating costs/benefits
  - acceptable benefit/cost ratios

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of their ability to: • determine relevant cost categories for a product or service • determine which costs are waste • develop a cost optimisation plan • implement and monitor the plan .
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads, hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace project(s) • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and

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	disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree

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	Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Waste	Waste (also known as muda in the Toyota Production System and its derivatives) is any activity which does not contribute to customer benefit/features in the product. Within operations, categories of waste include: • excess production and early production • delays • movement and transport • poor process design • inventory • inefficient performance of a process • making defective items • activities which do not yield any benefit to the organisation or any benefit to the organisations customers
Cost	Cost includes: • the monetary value of expenditures able to be directly identified for supplies, services, direct labour, materials, components, cost of inventory, faults and reworks, rejects/scrap, equipment and other items used in the production of the product • allocations and estimates for indirect costs (e.g. indirect labour, rent, energy, water and cost of capital) where a direct monetary value cannot be identified
Cost optimisation plans	Cost optimisation plans should include: • application scope (e.g. product/s, services, areas, employees and suppliers included in plan) • target costs and target cost reductions • implementation period • method of monitoring • method of communicating progress to stakeholders

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Unit Sector(s)

Unit sector	Competitive systems and practices

Custom Content Section

Not applicable.

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MSS405031A Undertake value analysis of product or process costs in terms of customer requirements

Modification History

New unit, superseding MSACMT631A Undertake value analysis of product costs in terms of customer requirements* - Not equivalent

* Prerequisite *MSACMT230A Apply cost factors to work practices* - removed

Unit Descriptor

This unit of competency covers the skills and knowledge required by an employee who is required to analyse products and processes to determine the value-adding factors, including design and processing costs that most impact on meeting customer requirements and which may also include competitor benchmarking. The unit also includes implementing identified changes that increase cost-efficiency. The unit may be applied individually or in a team environment.

In this unit an employee uses an analysis of the benefits/features which a customer perceives to be in a product or service as a basis for determining appropriate or unnecessary cost and so identifying and reducing waste.

Application of the Unit

This unit applies to an individual who undertakes the value analysis of a product or service, establishing the features/benefits obtained by customers from the cost components relating to those benefits. From this appropriate or waste cost will be determined and actions taken to either reduce waste or improve saleability.

This unit differs from *MSS405030A Optimise cost of a product or service*, in that it requires costs to be measured against customer features/benefits and is designed to contribute to value stream costing. *MSS405030A Optimise cost of a product or service* complements this unit by allowing detailed analysis of all costs, including overheads.

This unit primarily requires the application of skills associated with communication in gathering, analysing and applying information. Problem solving, initiative and enterprise, and planning and organising are required to determine cost-efficiencies. This unit also requires aspects of self-management and learning to ensure feedback and new learning is integrated into costing methods.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Analyse customer benefits to determine appropriate or waste costs	1.1	Analyse product or service to determine features/benefits perceived by customer in product
		1.2	Analyse cost components of product or service and determine those which deliver customer features/benefits and those which are either appropriate or waste
		1.3	Determine any additional features that may be added to improve saleability
		1.4	Analyse waste cost components and allocate to direct and indirect cost categories
		1.5	Determine options for reducing direct and indirect waste costs
		1.6	Select cost-related actions which maximise customer benefits and minimise costs
		1.7	Where required, undertake competitor benchmarking to provide reference points

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2	Analyse performance variance	2.1	Identify waste processing or operational steps for product or service following completion of customer benefit analysis
		2.2	Analyse all costs and determine methods of reducing costs/waste
		2.3	Develop plan and recommendations for actions required to achieve cost improvement or added customer benefits to improve saleability
		2.4	Submit plan and recommendations to stakeholders

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- undertaking self-directed problem solving and decision-making on issues of a broad and/or highly specialised nature and in a wide variety of contexts
- communicating at all levels in the organisation and value chain and to audiences of different levels of literacy and numeracy
- determining customer features/benefits added to products at each operational step
- relating cost components to customer features/benefits
- distinguishing between direct and indirect costs
- identifying relevant cost component categories for product
- determining application scope of cost reduction plan, including products, areas, employees and suppliers included in plan
- undertaking competitor benchmarking for reference in cost analysis

Required knowledge

Required knowledge includes:

- customer features/benefits from products
- impact of customer features/benefits on sales, market share and firms profitability
- performance and cycle times for products made or service provided
- major costs which are controllable (and how to control them)
- types of waste (muda)
- methods of reducing waste

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- methods of reducing cycle time
- desirability of improving performance and methods of reducing cycle time

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of their ability to: • identify customer features/benefits for a product and their impact on market share or saleability of the product • determine direct/indirect costs in a product • determine which costs are waste • analyse cycle times and make suggestions for reduction in cycle time • develop a cost/waste reduction plan.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented. or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation

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	• case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and

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	analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Waste	Waste (also known as muda in the Toyota Production System and its derivatives) is any activity which does not contribute to customer benefit/features in the product. Within operations, categories of waste include: • excess production and early production • delays • movement and transport • poor process design • inventory • inefficient performance of a process • making defective items • activities which do not yield any benefit to the organisation or any benefit to the organisations customers
Cost	Cost includes: • the monetary value of expenditures able to be directly identified for supplies, services, direct labour, components, cost of inventory, faults and reworks, rejects/scrap, equipment and other items used in the production of the product • allocations and estimates for indirect costs (e.g. indirect labour, rent, power and water) where a direct

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	monetary value cannot be identified
Determine customer feature/benefits	This unit does not require that customer features/benefits must be obtained by the person undertaking the unit directly contacting customers. The features/benefits may have already been determined by sales and marketing personnel and passed on to operations. However, the unit requires that the product or process must be analysed to determine how the product or process supplies the features/benefits and by which step/feature of the product or process
Performance	Performance is may be thought of as the rate of output or delivery of the performance or service compared to the rate required to meet demand for the product or service
Cycle time	Cycle time includes: • the normal time to complete an operation on a product
Pull	Pull is the concept of producing to demand, rather than for stock or some forecast

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS405040A Manage 5S system in an organisation

Modification History

New unit, superseding MSACMT640A Manage 5S system in a manufacturing environment - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required for the overall management of the 5S system in an organisation.

Application of the Unit

This unit applies to an individual who is responsible for ensuring the smooth operation and continuous improvement of the 5S system in an organisation. This may be for an initial introduction of, or for the ongoing implementation and continuous improvement resulting from, 5S.

This unit requires the application of skills associated with problem solving, planning, communication and teamwork.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Organise an appropriate environment for 5S	1.1	Ensure managers and other key stakeholders support and understand 5S
		1.2	Arrange for team leaders to develop/maintain skills required for 5S
		1.3	Ensure team leaders are developing/maintaining skills required in their team members
		1.4	Ensure procedures and work practices reflect 5S needs and regulatory requirements
		1.5	Practise 5S in own work
		1.6	Eliminate roadblocks to 5S
2	Audit 5S implementation	2.1	Undertake spot checks of compliance
		2.2	Review workplace and records for indicators of compliance/non-compliance
		2.3	Encourage all levels of the workforce to routinely suggest areas for improvement
		2.4	Discuss 5S routinely with team leaders to seek ideas for implementation of improvement suggestions and encourage identification of non-conformance
3	Improve 5S	3.1	Negotiate solutions to non-conformances
		3.2	Implement agreed solutions
		3.3	Work with team leaders to develop opportunities for improvements
		3.4	Provide necessary resources for improvements
		3.5	Ensure procedures and practices change to reflect

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improvements

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- communicating with stakeholders on aims and objectives of 5S program in the organisation
- mentoring and monitoring team leaders in their skills and knowledge of 5S and the organisations objectives for 5S
- conducting formal and informal meetings and explaining 5S and related concepts
- reviewing regulatory requirements for implications for 5S implementation
- facilitating team goals, activities and communications and accessing resources
- problem solving 5S poor performance and problems to root cause
- identifying requirements and negotiating resources for 5S implementation across the organisation
- planning and prioritising activities of teams
- identifying problems in 5S implementation caused by gaps in skills and/or knowledge and developing options to address them

Required knowledge

Required knowledge includes:

- organisation operations and structure
- principles of efficient workplace organisation
- purposes and methodology of 5S
- operation procedures relevant to jobs in the organisation
- relevant regulatory requirements
- processes for identification of skill gaps
- methods of addressing skill gaps
- ways of encouraging team leaders and operators to find and suggest areas for improvement
- methods of making/recommending improvements
- methods of accessing required resources
- non-conformance, what they are, assessment of severity and action to be taken

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • encourage and monitor a systematic approach to implementing 5S • analyse areas and records for evidence of 5S conformance/non-conformances • manage non-conformances in implementation of 5S • lead and motivate others in achieving 5S outcomes and making improvements to the 5S systems.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads, hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence.

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	In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE)

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	• takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Procedures	Procedures may include: • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) • government regulations Procedures may be: • written, verbal, computer-based or in some other format
Roadblocks	Roadblocks include: • all factors which are inhibiting the smooth implementation of 5S
5S	5S is a system of work organisation originally developed in Japan based around housekeeping principles. A close translation of the five stages in the housekeeping approach is: • sort • set in order • shine • standardise • sustain
Sort	Sort involves keeping only what is absolutely necessary

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	for the processes in the work area. Sort includes: • clearing the work area of all non-essential equipment and materials Non-essential items include: • those not required to either produce product, conduct process or operations or make required adjustments to equipment during process or operations
Set in order	Set in order includes: • assigning required equipment and materials appropriate locations in the work area (locations should be clearly marked and labelled to show the item and proper location)
Shine	Shine includes: • keeping the work area clean at all times. This should be carried out to a regular daily schedule against allowed time and, on most occasions, at the end of a job
Standardise	Standardising includes: • activities that help maintain the order and the housekeeping standards • using procedures and checklists developed from a procedure

Sustain	Sustain includes:
	• making sure that daily activities are completed every day regardless of circumstance
	• undertaking inspections, including:
	  • informal inspections carried out often, at least weekly
	  • formal inspections carried out at least monthly
	Specific actions should be followed up to generate continuous improvement

Items in work area	Items in work area may include: • tools • jigs/fixtures • materials/components • plant and equipment • manuals • personal items (e.g., lunch boxes and posters) • safety equipment and personal protective equipment

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	• other items which happens to be in the work area

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS405050A Determine and improve process capability

Modification History

New unit, superseding MSACMT650A Determine and improve process capability* - Equivalent

* New prerequisite *MSS404052A Apply statistics to operational processes* superseding MSACMT452A Apply statistics to processes in manufacturing

Unit Descriptor

This unit of competency covers the skills and knowledge required to determine the actual (as distinct from design) capability of a process and then to analyse that process to remove assignable causes and reduce random causes. This would typically be done by a manager or technical expert support person either working in a team, or in close liaison with key stakeholders. Process capability is typically calculated using standard deviations.

Application of the Unit

This unit applies to an individual (who may be a production manager, plant/process engineer, technical specialist or similar) who is responsible for developing plans to stabilise and then improve process capability and following agreement the implementation of the plans to improve process capability. The organisation may use either a six sigma or three sigma process.

This unit primarily requires the application of skills associated with communication in gathering and analysing data and consulting with relevant personnel. Teamwork, problem solving, initiative and enterprise, and planning and organising are required to determine causes to variations and implement solutions. This is done in an environment using computer technology and also requires aspects of self-management and learning to ensure feedback and new learning is integrated into process improvements and operations management control systems.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

MSS404052A Apply statistics to operational processes

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Obtain data for process capability study	1.1	Identify the process requiring capability analysis including relevant procedures
		1.2	Identify customer specifications for product or service
		1.3	Obtain process capability data
2	Analyse data	2.1	Identify assignable causes of variation in liaison with relevant personnel
		2.2	Develop solutions to eliminate variation due to assignable causes in liaison with relevant personnel
		2.3	Analyse random variations for possible causes in liaison with relevant personnel
		2.4	Confirm causes of random variation
		2.5	Develop solutions to reduce random variations in liaison with relevant personnel
3	Take action to improve process	3.1	Develop plans to implement solutions
		3.2	Liaise with relevant personnel to implement solutions

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capability	3.3	Gain necessary approvals, as required
	3.4	Monitor implementation and make adjustments, as required
	3.5	Determine new/revised process capability
	3.6	Implement revised process capability regime

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- using a variety of statistical methods and calculations
- communicating and negotiating at all levels in the organisation and value stream and with individuals of different levels of literacy and numeracy
- negotiating with employees, suppliers and customers, where necessary, to achieve access to, or collection of, data
- planning process and data collection changes required for process improvement, including:
  - objectives
  - performance indicators to be monitored to indicate success of change
  - resources required
  - training required
  - communication and liaison required with employees, suppliers and customers
  - implementation period required
- analysing variations and categorising into assignable and random cause
- undertaking self-directed problem solving and decision-making on issues of a broad and/or highly specialised nature and in a wide variety of contexts
- working in and leading teams for data collection and process improvement
- using software computers and terminals, as required, to collect and analyse data

Required knowledge

Required knowledge includes:

- data collection methods
- data processing techniques required to establish variability and normal distribution
- calculate three sigma or six sigma processes, as relevant

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- random and non-random results and processes for recognition of assignable causes
- causes of different types of non-random results
- causes of random variation
- process understanding sufficient to translate the data into variations in the process and determine methods of controlling them

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of their ability to: • collect or obtain data relevant process capability data from a variety of sources data • work with people and analyse data to determine assignable causes • plan and prepare improvement proposals • monitor implementation of improvement proposals.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects

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	• suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems

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	• supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Six sigma	Six sigma refers to: • a statistical tool for recording defects and determining capability which equates to only 3.4 defects per million opportunities for each product or service transaction Six sigma is also used as a general term covering a competitive systems and practices approach. Six sigma training typically covers several units of competency in this Training Package
Three sigma	Three sigma refers to: • a traditional statistical process control uses three sigma limits which equates to 3 defects per thousand opportunities for each product or service transaction
Process capability data	Process capability data includes: • customer requirements for product or service • process stability (control chart) performance • other charts and data
Procedures	Procedures may include: • work instructions • standard operating procedures

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	• formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) • government regulations Procedures may be: • written, verbal, computer-based or in some other format

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS405060A Develop the application of enterprise control systems in an organisation

Modification History

New unit, superseding MSACMT660A Develop the application of enterprise systems in manufacturing - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to continuously modify and improve or develop new enterprise-wide information technology (IT) based control systems, such as Supervisory Control and Data Acquisition (SCADA), Enterprise Resource Planning (ERP), Materials Resource Planning (MRPII) and similar. Typically the development of such a system will be in liaison with an appropriate technical expert who may be an internal expert or an external consultant.

Application of the Unit

This unit applies to an individual responsible for the development and implementation of new systems or modifications/changes to the current system. While the individual might generate the ideas for change themselves and also undertake a significant part of the final implementation, they may also be working closely with an appropriate technical expert (such as the software system supplier) who may actually make the modifications.

This unit primarily requires the application of skills associated with communication in gathering, analysing and applying information and consulting with stakeholders. Teamwork, problem solving, initiative and enterprise, and planning and organising skills are required to determine and implement effective enterprise systems and modifications. This unit also requires computer skills and aspects of self-management and learning to ensure feedback and new learning is integrated into system planning.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Monitor information and control needs of organisation	1.1	Check the use of current information
		1.2	Check the operation of current control systems
		1.3	Communicate regularly with key information users regarding any new or changed information control needs, including information needs from and to value stream
		1.4	Identify short comings in information and control provision
		1.5	Take appropriate action on information and control needs to meet organisational needs
2	Check the current system against organisation needs	2.1	Check the routine use of the system
		2.2	Check any system alarm or non-conformance notification and control operation
		2.3	Communicate regularly with key stakeholders about current system use and application
		2.4	Determine effect of non-conformance on enterprise system

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		2.5	Identify problems/issues
		2.6	Take appropriate action on problems and issues
3	Determine developments needed in a new or significantly modified system	3.1	Identify needs requiring a new system or development of modifications to the current system
		3.2	Draft scope, specifications and outcomes required
		3.3	Liaise with key stakeholders and relevant technical experts to refine scope, specifications and outcomes needed in new or modified system
		3.4	Agree final scope, specifications and outcomes
4	Develop system	4.1	Develop project plan
		4.2	Ensure ongoing consultation with all relevant stakeholders
		4.3	Manage development project
		4.4	Manage trialling of modified system
		4.5	Ensure modified system meets organisational requirements
5	Implement modified system	5.1	Liaise with all affected personnel
		5.2	Develop and agree an implementation strategy
		5.3	Ensure all personnel have required skills
		5.4	Implement modified system
		5.5	Monitor implementation and modify, as required

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

Required skills include:

- identifying organisation needs from enterprise control system, including:
  - critical features (e.g. occupational health and safety (OHS), regulatory compliance and emergency shutdown)
  - essential features and operation controls
  - access levels and access security
  - cost of installation and operation
  - interfaces (e.g. human-machine, machine-machine, and system-system, e.g. SCADA with financial control systems)
- correctly accessing and inputting information
- communicating with stakeholders on information and control requirements
- matching monitoring, control and reporting capability of system to organisation requirements
- analysing features of enterprise system and determining training needs
- solving problems to root cause
- monitoring trials and initial implementation of enterprise control system

Required knowledge

Required knowledge includes:

- capability of resource planning/SCADA systems, as appropriate
- information and control needs of organisation/process
- project management
- support/training/skill development mechanisms available for access by personnel

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of their ability to: • analyse organisation needs and match to enterprise control system features • determine critical features required in enterprise control system • modify system as a result of trials or changing needs.

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Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as SCADA software, ERP systems, MRP and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
SCADA	SCADA refers to: • a number of systems which automatically collect critical process data, perform required mathematical

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	manipulations on it and then make control decisions and/or give required information personnel for action In the continuous operations sector, the SCADA system is sometimes integrated into other sophisticated computer control systems, such as distributed control system (DCS) and indeed these systems do merge in advanced systems. These organisations may simply refer to their SCADA as the DCS or other similar term (such as the proprietary name of the computer system)
Resource planning	Planning software is a general term applied to a number of software systems which integrate a range of business information, such as: • finance • logistics maintenance and production It is frequently referred to by names, such as ERP and MRP/MRPII
Value stream	The value stream begins with the customer and includes all actions (both value adding and non value added) by both internal sections/departments and external organisations to meet a customer requirement. Depending on the operations and the customer requirement stages where value stream actions may occur include: • sales outlet/representative • information gathering, data analysis and research • product design • raw material sourcing • intermediate processing • final assembler/collation/preparation • support services (e.g. accounting, finance and legal) • storage and delivery to customer • after market support

Unit Sector(s)

Unit sector Competitive systems and practices

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Custom Content Section

Not applicable.

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MSS405061A Determine and establish information collection requirements and processes

Modification History

New unit, superseding MSACMT661A Determine and establish information collection requirements and processes - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to determine what information is needed to support decision-making in a competitive systems and practices environment and then to set about establishing required information collection systems. This would usually be done as part of a team and would require consultation with all key stakeholders.

Application of the Unit

This unit covers the determination of data needs and collection methods for an organisation or specific plant or process. This will typically be done in liaison with a wide range of people, each of whom will have their own specific information requirements. There will need to be balanced and interpreted into a workable set of data to be collected.

This unit is primarily focused on those decisions which are non-routine and so need specific collection of data, or for those decisions which are routine, the establishment of a routine data collection protocol to allow for the decisions to be made based on appropriate, reliable data.

This unit primarily requires the application of communication and problem solving skills associated with determining information requirements and processes of information collection. Initiative and enterprise, and planning and organising are also required to ensure information targets specific factors. This unit also requires aspects of self-management and learning to ensure feedback and new learning is integrated into the development of processes.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Analyse decisions to be made	1.1	Identify personnel to be included in the analysis process
		1.2	Determine the consequences of the decisions in liaison with relevant personnel
		1.3	Determine the variables which can be controlled
		1.4	Determine the variables which cannot be controlled
		1.5	Determine the consequences of a change in these variables in liaison with affected personnel
2	Define factors which cause variables to change	2.1	Identify factors which are able to be controlled
		2.2	Identify factors which are not able to be controlled
		2.3	Identify means of measuring these factors, or indicators for the values of these factors
		2.4	Compile a list of measurements/indicators required.
		2.5	Communicate with team members and involve them in development of factors and changes to ensure awareness and facilitate learning

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3	Develop data collection protocols	3.1	Determine methods of making measurements
		3.2	Determine methods of quantifying indicators
		3.3	Determine the benefit/cost of automated (or other) collection of data
4	Develop systems to produce required information	4.1	Identify user of information and their needs and abilities
		4.2	Determine data processing needs to produce required information
		4.3	Determine information distribution channels
		4.4	Determine skill development need for recipients of information
		4.5	Implement systems to produce information
		4.6	Monitor implementation and make adjustments, as required

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- communicating and negotiating at all levels in the organisation and value stream and with individuals of different levels of literacy and numeracy
- negotiating with employees, suppliers and customers, where necessary, to achieve access to, or collection of, data
- undertaking self-directed problem solving and decision-making on issues of a broad and/or highly specialised nature and in a wide variety of contexts
- developing or sourcing indicators for factors not easily measured
- liaising with stakeholders on acceptable limits for benefits and costs in data collection procedures

Required knowledge

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Required knowledge includes:

- business needs of the organisation/section
- information needs of individuals within the organisation
- possible data available/potentially available to the organisation
- methods of collecting available data
- relationship between data available and information required
- methods of converting data into useful information
- methods of developing indicators for factors resistant to measurement

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of their ability to: • determine relevant data, including variables for decisions • determine factors and variables subject to control • develop strategies for data collection that deliver the greatest overall benefit • implement data collection systems.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment.

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	Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and

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	proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Variables	Variables for this unit are: • measurable inputs, outputs or characteristic of processes or operations that have no fixed quantitative value.
Factors	Factors include: • any variable that is a part of, contributes to, or leads to the quantum of another variable. Ideally factors themselves should be able to be measured. However, in some operations there may be factors that are resistant to objective measurement (e.g. creativity in design, customer colour preferences and life cycles for new products). In these cases indicators for the value of these factors may need to be developed (e.g. through surveys, approximations or experiments)
Decision	A decision may include: • a change, improvement, new/altered process or system which requires data in order to monitor it or

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	where data is required to make a decision regarding the selection of alternatives

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS405070A Develop and manage sustainable energy practices

Modification History

New unit, superseding MSACMT670A Develop and manage sustainable energy practices - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to identify opportunities for, and make improvements in, sustainable energy practices in an organisation. Areas covered include efficient use of raw materials, management of waste, electricity conservation, heat conservation and management, water management, environment protection and environment obligations of enterprises.

Application of the Unit

This unit applies to an individual who is required to establish systems for improved energy practices in an organisation. The unit involves analysis of energy used in processes and operations and categorising the energy use according to lean principles. The unit covers categorising energy into necessary use and waste with the waste being further categorised into necessary waste and unnecessary waste. Strategies for eliminating or minimising energy waste are covered with benefit/cost analyses being required for strategies.

This unit primarily requires the application of communication and problem solving skills associated with collecting and analysing information. An ability to analyse energy use of technology or processes will be applied. Initiative and enterprise, and planning and organising are also required to develop plans for efficient energy use. This unit also requires aspects of self-management and learning to ensure feedback and new learning is integrated into the development of processes.

Where the quantum of energy used is not easily available or a formal calculation of energy use is required through an energy balancing calculation (e.g. for regulatory purposes) the unit *MSS015011A Conduct a sustainability energy audit* may also be required.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Analyse energy use	1.1	Identify all energy consuming processes
		1.2	Determine quantity and nature of energy consumed
		1.3	Analyse energy consumed and generated in different parts of the process
		1.4	Determine source of energy consumed in process
2	Develop energy conservation plans	2.1	Determine the efficiency of use of energy by all energy consuming processes
		2.2	Determine causes of low efficiency of use
		2.3	Develop plans for increasing the efficiency of energy use
		2.4	Determine benefit/cost of plans
3	Develop energy trading plans	3.1	Compare energy generating activities with energy consuming activities
		3.2	Determine feasibility of energy consuming activities using energy generated by other activities

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		3.3	Develop plans for energy trading
		3.4	Determine benefit/cost of plans
4	Investigate alternative sources of energy	4.1	Develop a specification for energy required
		4.2	Identify a range of sources for that energy
		4.3	Determine benefit/cost for alternative energy sources
5	Develop plans for more efficient energy use	5.1	Compare benefit/costs for different alternatives developed
		5.2	Rank proposals based on benefit/cost compare to limited resources
		5.3	Check proposals meet regulatory requirements
		5.4	Recommend proposals for improving energy efficiency
6	Implement selected plans	6.1	Liaise with relevant people to implement energy efficiency plans
		6.2	Follow through to ensure implementation occurs
		6.3	Monitor implementation and make adjustments, as required
		6.4	Check new energy usage to ensure improvements have occurred

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- using common units, symbols and formulae common in energy-related calculations
- applying mathematics

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- communicating with a variety of groups and individuals using different media
- solving complex problems individually and as part of a team
- reviewing range of existing data for suitability and determining where new data gathering is required
- planning and organising complex whole of organisation activities relating to energy use, including objectives, timelines, implementation procedures and monitoring strategy
- determining where energy balancing techniques are required
- accessing manufacturers' data and other sources of energy consumption for individual equipment and processes
- mapping processes and energy flows
- calculating, manipulating and interpreting numerical data
- ranking energy consumption and waste for area, sites or processes
- calculating the efficiency of use of energy by equipment and processes
- consulting with technical and operative staff on possible non-obvious energy wastes
- consulting and negotiating with stakeholders on implementation process for sustainability improvement

Required knowledge

Required knowledge includes:

- types and sources of energy
- methods of analysing energy efficiency for different types of energy
- methods of converting energy values from one form to another
- alternative sources of energy
- principles of energy efficiency
- relevant regulatory/legislative requirements
- energy trading schemes and procedures
- organisation and process needs for energy

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of their ability to: • gather appropriate data to allow energy analyses • categorise energy use into necessary use and waste • develop options for energy reduction including

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	presenting of alternatives and benefit/cost analyses • develop strategies and plans for energy use and monitor implementation.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise

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	• the work organisation, culture, regulatory environment and the industry sector
Waste	Waste (also known as muda in the Toyota Production System and its derivatives) is any activity which does not contribute to customer benefit/features in the product. Within operations, categories of waste include: • excess production and early production • delays • movement and transport • poor process design • inventory • inefficient performance of a process • making defective items • activities which do not yield any benefit to the organisation or any benefit to the organisations customers
Necessary waste	Necessary waste is: • any activity or cost which does not contribute directly to customer benefit/feature in the product, and which cannot be avoided (e.g. regulatory compliance and fixed costs). Necessary waste cannot be eliminated but should be managed
Unnecessary waste	Unnecessary waste is: • any activity or cost which does not contribute directly to customer benefit/features in the product and can be avoided. Unnecessary waste should be eliminated as quickly as practical
Energy	Energy includes: • all sources of energy used by the process be it electricity, gas or mobile transport fuel The uses of the energy will also be potentially wide and include: • heating and cooling • moving materials (e.g. pumps and conveyors) • modifying materials (e.g. cutting, forming, weaving, knitting, reacting, moulding, extruding and mixing) • generating pressure/vacuum or providing motive power for equipment and transport
Energy trading	Energy trading means both formal trading where the organisation investigates alternatives to:

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	• the buying of energy through alternative suppliers and tender processes • selling of excess energy produced by the organisation to energy companies or other producers and • internal trading of excess energy from one area to an energy consuming area elsewhere in the organisation

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS405075A Facilitate the development of a new product

Modification History

Release 2 - Content error in Range and Evidence Guide corrected. Prerequisite unit code corrected - MSS404052A

Release 1 - New unit, superseding MSACMT675A Facilitate the development of a new product* - Equivalent

* New prerequisite *MSS404052A Apply statistics to operational processes* superseding MSACMT452A Apply statistics to processes in manufacturing

Unit Descriptor

This unit of competency covers the skills and knowledge required to facilitate the development of a new or evolutionary product within an existing range of products and encompasses design for manufacture, determining the process capability and the facilitation of its initial production.

Application of the Unit

This competency applies to an individual responsible for the development of a new product. The unit assumes an initial product design has been prepared by a designer and also assumes a working knowledge of all main processes and materials so that an informed choice can be made between them. The person will normally be a manager or technical expert and be required to work closely with a range of other management and operations personnel.

The unit requires balancing the business and technical sides of the new product and would typically be done as part of a cross-functional team. This unit primarily requires the application of skills associated with communication in gathering, analysing and applying information and consulting with stakeholders. Teamwork, problem solving, initiative and enterprise, and planning and organising are required to facilitate the development of a new product. This unit also requires aspects of self-management and learning to ensure feedback and new learning is integrated into competitive systems and practices.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

MSS404052A Apply statistics to operational processes

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Confirm design brief of new product in consultation with relevant people	1.1	Review product design with customer and other key stakeholders and agree on technical specification, aesthetic requirements, timelines, cost and other market requirements
		1.2	Determine any regulatory, industry code/intellectual property requirements for product
		1.3	Identify any required tooling, process or equipment needs
		1.4	Confirm design brief, including relevant drawings, to meet needs
		1.5	Determine design brief conforms to organisation objectives and capability
		1.6	Obtain approval on total design brief from all relevant personnel
2	Determine material requirements for product	2.1	Select appropriate materials or combination of materials/ components in liaison with key stakeholders
		2.2	Determine material/component testing and evaluation regime required to meet product end use requirements,

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			including regulatory/industry code requirements
		2.3	Arrange for testing and evaluation of trial materials/ components
		2.4	Guide material trial process and interpret material trial results
		2.5	Determine final materials/components specifications and details of value chain
3	Determine process requirements for product	3.1	Select appropriate process to make product in liaison with key stakeholders and based on relevant factors
		3.2	Determine any special process/equipment requirements for this product
		3.3	Communicate with production personnel to determine any concerns and/or training or other needs
		3.4	Adjust the design, as required, to satisfy customer and production needs
4	Ensure process needs for new product have been met	4.1	Liaise with equipment design/procurement personnel
		4.2	Interpret hardware specifications and ensure they are appropriate for the job required
		4.3	Liaise with process personnel to ensure appropriate draft procedures for new product have been developed
		4.4	Validate product cost and design meets organisation requirements and capability
5	Trial new product through the process	5.1	Design trialing procedure to deliver required information
		5.2	Liaise with relevant stakeholders
		5.3	Ensure health safety and environment (HSE) requirements are observed
		5.4	Coordinate the trialling of the new product
		5.5	Interpret product trial results and guide product trial

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			process
		5.6	Tune process to optimise production of new product
6	Determine process capability	6.1	Plot appropriate statistical process control charts
		6.2	Determine confidence limits
		6.3	Compare confidence limits with product specification
7	Coordinate product trials	7.1	Determine product testing and evaluation regime required to meet end use requirements, including regulatory/industry code requirements
		7.2	Arrange for testing and evaluation of trial product/prototype
		7.3	Interpret product trial results and guide product trial process
		7.4	Determine final product specification in liaison with key stakeholders
		7.5	Make required changes to materials, process and equipment
8	Implement standard procedures for new product	8.1	Monitor initial production and, in liaison with appropriate team members, adjust process, conditions and materials to ensure the product and process outcomes conform to customer, regulatory and organisation requirements
		8.2	Ensure process specifications are updated and reflect the optimised operation developed
		8.3	Ensure standard operating procedures are correct for the new product
		8.4	Ensure equipment and other hardware records are updated to reflect additions/changes
		8.5	Ensure project records are complete and all required reports have been completed and submitted

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8.6 Archive records according to company procedure

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- selecting and justifying the selection of:
  - type of material/material specification
  - appropriate process for a range of product/market applications
  - material and product testing procedures
- applying theoretical principles to predict:
  - properties of product based on materials selected
- identifying effects of processes and processing on the final properties of the product mathematically determine:
  - product cost estimates
  - process time
  - cost/benefit to organisation of new product
- communicating at all levels in the organisation and value stream and to audiences of different levels of literacy and numeracy
- interpreting and making recommendations based on:
  - field test results
  - market analysis data
  - trialling data
  - organisation objectives and business plan
  - equipment and operations capacity

Required knowledge

Required knowledge includes:

- materials, equipment and process sufficient to choose an appropriate combination of materials and process to achieve the end use function of the product
- enterprise procedures and relevant regulatory requirements along with the ability to implement them within appropriate time constraints and work standards

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of their ability to: • ensure the development of a new product meets general organisation guidelines and objectives • liaise with the required people • optimise the process for the new product at the completion of the development phase • assess materials and components characteristics required in a design including material grades and properties and the effects of processing on materials and components • use trial outcomes to determine standard procedures for manufacture and/or operation of new product.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of

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	contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S

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	• continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector

Organisation objectives and requirements	Organisation objectives and requirements may include:
	• Board or management guidelines on:
	  • cost/profit requirements for new products (e.g. minimum return and capital expenditure limits)
	  • encouragement/discouragement of different types of products (e.g. on sustainability, ethical or other non-individual customer related criteria)
	• potential or actual capacity conflicts with other customers or product/process activities
	• activities that require/may require community consultation (e.g. on noise or other environmental grounds)

Tools and equipment	Tools and equipment may include: • understanding of use of all standard processing equipment • relevant personal protective equipment
Typical regulatory requirements	Typical regulatory requirements may include: • occupational health and safety (OHS) • environmental regulations • structural codes • product/industry specific requirements
Typical problems	Typical problems may include: • defining product end-use requirements in terms

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	meaningful to the product design and manufacture • matching suitable materials and processes to the product needs and company expertise and facilities • matching (and improving) process capability to product tolerances
Relevant factors	Relevant factors may include: • type of material • dimensional precision of product • length of run/number of products • required aesthetics • size and complexity of product • available capital funding • process equipment available • HSE factors

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS405081A Develop a proactive maintenance strategy

Modification History

New unit, superseding MSACMT681A Develop a proactive maintenance strategy - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to develop and implement a proactive maintenance strategy for an organisation. The unit recognises that there are a number of predictive or proactive maintenance strategies, such as total productive maintenance (TPM) and reliability centred maintenance (RCM).

Application of the Unit

This unit applies to an individual responsible for developing a proactive maintenance strategy for an organisation. Typically the organisation will also be implementing other competitive systems and practices. The unit applies to the selection of appropriate strategies, initial development and implementation as well as application of the strategies to new areas and the improvement of operation in existing areas. This would typically be done in a team environment and in consultation with all key stakeholders.

This unit primarily requires the application of skills associated with communication in gathering, analysing and applying information and consulting with stakeholders. Teamwork, problem solving, initiative and enterprise, and planning and organising are required to develop and implement a predictive maintenance strategy. Strategies will incorporate the maintenance requirements of relevant technologies. This unit also requires aspects of self-management and learning to ensure feedback and new learning is integrated into maintenance strategies.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Determine appropriate analytical techniques	1.1	Liaise with key stakeholders to determine objectives of maintenance strategy
		1.2	Examine current maintenance situation to determine major areas requiring improvement
		1.3	Compare possible strategies, techniques and tools against organisation needs
		1.4	Select possible strategies, techniques and tools
		1.5	Confirm selected strategies, techniques and tools with key stakeholders
2	Develop reliability strategies	2.1	Select preferred maintenance strategy
		2.2	Examine and adapt strategy to organisation needs and priorities
		2.3	Examine and adapt techniques and tools required to implement strategy
		2.4	Liaise with key stakeholders to develop an implementation plan
		2.5	Identify key information and performance indicators required
3	Implement strategy	3.1	Identify data collection required
		3.2	Identify hardware and other resources required

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		3.3	Identify skill needs required in consultation with key stakeholders
		3.4	Ensure all resources/training are available
		3.5	Implement strategy
4	Monitor implementation of strategy	4.1	Compare information/performance indicators with desired levels
		4.2	Liaise with key stakeholders regarding strategy issues
		4.3	Identify areas requiring adjustment
		4.4	Make required adjustments

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- communicating with others using a variety of media and techniques
- adapting personal communication strategy to different levels of literacy and numeracy in target individuals and groups
- working in a team
- analysing quantitative and qualitative information to determine proactive maintenance strategy options
- solving problems to root cause
- applying basic arithmetic and statistical techniques
- planning complex strategies, including consideration of timelines, resources, benefit/cost, implementation requirements, and monitoring and adjustment considerations
- reading and interpreting engineering specifications, drawings and charts
- using information system terminals and computers
- prioritising options, including reasons and recommendations
- recording data

Required knowledge

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Required knowledge includes:

- characteristics and strengths of different types of strategies, techniques and tools, such as:
  - TPM
  - RCM
  - mean time between failure (MBTF)
  - failure mode effects analysis (FMEA)
  - condition monitoring
  - root cause analysis (RCA)
- holistic costs of different strategies combining cost of maintenance with costs of lost production, sales, and so on, as relevant to the organisation
- business goals sufficient to match the strategy to the business needs
- strategic thinking and its application to proactive maintenance
- principles of process equipment and how to improve its reliability
- resources required and how to obtain them

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • consider a variety of proactive maintenance strategies for suitability to an organisation • consult operators, maintenance, management and other stakeholders in decisions on proactive maintenance strategies • implement selected strategies • monitor performance to selected indicators and make improvements to selected proactive maintenance strategies.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented

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	changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning for appropriate portions • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
OEE	OEE is the combination of the main factors causing loss of productive capacity from equipment/plant and is: *OEE = availability x performance x quality rate* where: • availability takes into account losses due to breakdown, set-up and adjustments • performance takes into account losses due to minor

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	stoppages, reduced speed and idling • quality rate takes into account losses due to rejects, reworks and start-up waste
MTBF	MTBF is one key measure of the effectiveness of a maintenance procedure, and is an indicator as to whether root causes are being found and resolved. If MTBF is reducing, then it is an indicator that the maintenance regime is failing. There are many possible causes of any problem. Eliminating some will have no impact, others will ameliorate the problem. However, elimination of the root cause will eliminate the problem. There should only be one root cause for any problem and so the analysis should continue until this one cause is found. Elimination of the root cause permanently eliminates the problem. Depending on the equipment, operations and procedures of the organisation, alternative statistical records of maintenance and maintenance-related events may be substituted for MTBF providing they relate strategies for improving OEE.
FMEA	FMEA is a systematic approach that identifies potential failure modes in a system, product, or operations/assembly operation caused by either design or operations/assembly process deficiencies. It also identifies critical or significant design or process characteristics that require special controls to prevent or detect failure modes. FMEA is a tool used to prevent problems from occurring. Some industry sectors have highly adapted forms of FMEA and may practice traditional FMEA in say their routine maintenance while using another technique, such as Hazard and Operability Studies (HAZOP) for design and modification. HAZOP is a form of FMEA which has been practiced by the process industries for over 30 years and examines the implications of changes in process conditions to process stability.
Condition monitoring	Condition monitoring is used to describe the process of analysing the implications of condition monitoring data for proactive maintenance whether it be obtained from non destructive testing (NDT) reports, visual assessment by experts, diagnostic reports obtained from SCADA or other enterprise or equipment software and product or process quality analyses. It does not require the actual

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	undertaking of the NDT or condition monitoring assessment or test. If this is required appropriate units from other Training Packages will be required.

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS407003A Analyse process changes

Modification History

New unit, superseding MSACMG703A Analyse process changes - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to quantitatively analyse past changes made in an organisation's the operations, systems, process or environment to ensure the quantum of expected change has been achieved and that gains are maintained and are used as a basis for further gains.

The unit includes statistical and other mathematical analysis of data, methods for capturing data on implemented changes (quantitative and qualitative) and producing useful information from this data. It includes consultation with stakeholders both for data validation and consensus decision-making for future improvements.

Application of the Unit

This unit applies to team leaders, technical experts and people with a similar sphere of influence/scope of authority and responsibility who are already have a knowledge of statistics used in managing operations and of process capability improvement and some knowledge of factorial design, the selection and analysis of appropriate metrics, and the discrimination between valid and invalid interpretations of data. Where this is not the case *MSS404050A Undertake process capability improvements* and *MSS404052A Apply statistics to operational processes* may be completed to supply the necessary statistical skills.

If this unit is being applied to a complex change process or a complex operations process, it may be an advantage to have completed *MSS405052A Design an experiment* before completing this unit. Where this unit is being applied in a six sigma environment then knowledge and skill in six sigma techniques may also be an advantage. *MSS405053A Manage application of six sigma for process control and improvement* can be completed to supply these skills.

The unit applies to reviews of both intended and unintended consequences of change and the effectiveness of the implementation of the change. This unit is not intended to be applied to a technical or engineering review of a major capital expenditure or similar.

This unit takes a largely quantitative approach to the review. For skills associated with a more qualitative review refer to *MSS407005A Undertake a qualitative review of a process change*.

This unit may also be applied to service organisations applying competitive systems and practices principles.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Analyse a change	1.1	Identify changes which have occurred
		1.2	Select a change or group of related changes to analyse
		1.3	Determine the initiation of the selected change
		1.4	Identify relevant metrics and predicted values for these metrics
		1.5	Gather data for these metrics prior to the change
		1.6	Gather data and information on the implementation of the change
		1.7	Gather data for these metrics after the change
		1.8	Survey all key metrics and identify any where variations may correlate with the change being analysed
		1.9	Discuss results of change with key stakeholders and

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			identify other possible (qualitative or quantitative) results of the change
		1.10	Analyse this data to determine the results of the change
2	Review results of change with stakeholders	2.1	Identify trends over time in all relevant metrics
		2.2	Analyse correlated metrics to determine causal relationship
		2.3	Audit health, safety and environment (HSE) impacts as a result of the change
		2.4	Present information in a form understandable by stakeholders
		2.5	Discuss analysed information with relevant stakeholders
		2.6	Modify information based on stakeholder input, as required
		2.7	Develop a consensus view of the result of the change which is supported by the information available
		2.8	Validate the consensus view with stakeholders
3	Identify future improvements	3.1	Discuss lessons learned from the change with stakeholders
		3.2	Capture key knowledge in accordance with systems and procedures
		3.3	Identify future improvements in collaboration with team members
		3.4	Validate identified changes with stakeholders
		3.5	Obtain sign off from process/system owner
		3.6	Start the process for implementing future improvements
		3.7	Check that the planned improvements are occurring
		3.8	Take action to sustain improvement by standardising

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- researching past performance of plant, operations, products and procedures, including metrics used
- identifying trends, causal relationships and correlations in metrics
- communicating and explaining quantitative data with others across a range of numeracy and literacy levels
- analysing views and reasons put forward by others on past performance and relating to evidence
- analysing views and reasons put forward by others for future changes and improvements and form recommendations
- identifying key HSE strategies and risks for area of responsibility and identifying sources of expert assistance
- preparing submissions and presenting case for future changes

Required knowledge

Required knowledge includes:

- competitive systems and practices principles, processes and techniques
- organisational goals, products and processes
- processes and procedures for continuous improvement in the workplace
- statistical process control (SPC) and principles
- methods of determining the impact of a change using quantitative analysis of process data, including advanced statistical/mathematical analysis and basic qualitative techniques
- organisation metrics
- sources of data (actual and possible) within the organisation and the value stream
- range of typical metrics, their applications and limitations

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • analyse process changes • identify changes • gather data and information over a period and range that will provide a valid basis for analysis • select and use appropriate data analysis tools • present information in a suitable form • obtain a consensus view of the results of the change • determine the lessons to be learned and future improvements to be undertaken.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess

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	underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving

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	• run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Codes of practice/standards	Where changes include areas covered by industry codes of practice, and/or Australian/international standards, the latest version must be used
Gather prior data	Where all suitable data was not collected prior to the change a suitable proxy for the data will be needed
HSE	All changes implemented are expected to be at least neutral, or preferably beneficial, in their impact on HSE
Change	Changes may: • be to plant, operations, products, procedures or practice • arise from continuous improvement (or an improvement event/project) or implementing new products, technology or systems • may have been intended to make an improvement or to implement new products, technology or systems • include the implementation of a change Changes do not include an engineering review of a major capital expenditure or similar review
Initiation of change	Changes need to be identified as either deliberately or not deliberately initiated. Where a change was not deliberately initiated then the causal factors for the change need to be identified
Correlated metrics	Correlated metrics include: • any metric which appears to show a chronological correlation with the change being analysed. These metrics need to be examined to determine if the change has a causal relationship or is simply coincidental
Presentation of information	Information may be presented:

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	• in appropriate visual forms (e.g. graphs, charts and noticeboards • verbally or other forms able to be understood and used by stakeholders
Stakeholders	Stakeholders may include: • work team members • value stream members • managers
Results of change	The change results may include: • an initial improvement followed by a return to previous performance • continued improvement • continued detriment or other variations over time
Improvements	Improvements may: • be to operations, process, plant, procedures or practice • include changes to ensure positive benefits are maintained
Sustaining improvement	Improvement may be sustained by including it in: • standard procedures and work instructions • standard practice • other relevant documents and practices
Team leader	Team leader may include: • any person who may have either a permanent or an ad hoc role in facilitating the function of a team in a workplace

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS407012A Lead a problem solving process to determine and solve root cause

Modification History

New unit, superseding MSACMG712A Lead a problem solving process to determine and solve root cause - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to guide or lead a problem solving process to solve complex and/or unusual problems. The problem solving process will usually involve the use of either real or nominal groups to determine the root cause and propose the solution.

Application of the Unit

This unit will typically be undertaken by managers and/or technical experts who are confronted by a complex problem to which they need to develop a solution. The problem may be related to any area or process within the organisation or in the value stream and may have been formally presented to the individual for consideration or arise as part of other work.

The person may or may not have the required technical expertise for the particular problem, although the problem will require technical expertise to be solved. The problem may be capable of being adequately defined at the beginning of the problem solving activity, or may be progressively defined through continued iterations of the problem solving activity.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Recognise complex problem	1.1	Identify a complex issue which needs to be addressed
		1.2	Undertake an initial investigation of the issue
		1.3	Determine initial areas of expertise and data which may be required to analyse the problem
		1.4	Develop an initial definition of the problem
2	Develop problem solving methodology	2.1	Draft a problem solving methodology
		2.2	Develop required approaches and protocols for obtaining required data and information
		2.3	Establish group to assist with problem solving
		2.4	Allocate tasks, responsibilities and reporting arrangements to group
		2.5	Develop arrangements for consultation with required people outside of group
3	Analyse problem	3.1	Apply methodology
		3.2	Obtain data/information
		3.3	Review problem definition
		3.4	Review methodology
		3.5	Obtain additional data/information as required

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4	Identify root cause	4.1	Map causal links for the problem
		4.2	Determine indicators of the problem or the problem precursors
		4.3	Identify causes which can be controlled/brought under control
5	Develop a solution	5.1	Develop solutions for controllable causes
		5.2	Determine benefit/cost for proposed solutions
		5.3	Investigate proposed solutions for efficacy
		5.4	Select the best available solution
		5.5	Obtain necessary support and authorisations for proposed solution
6	Check problem is solved and standardised	6.1	Monitor indicators of problem/problem precursor
		6.2	Review problem solution/implementation as required
		6.3	Ensure appropriate solution is standardised

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- cooperating and working with others, both internally and externally to the work group
- researching and collating information from a variety of sources, including non-obvious sources
- analysing and planning in highly varied and/or highly specialised contexts
- quantitative and qualitative data interpretation and application skills
- communicating effectively (both receiving and sending communications)
- applying problem solving methodology, including:

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  - cross-functional problem solving team
  - cross-functional nominal group (virtual team)
  - consulting and or brainstorming with members from outside the organisation on some basis
  - input from other members of the value stream
  - the use of known/proprietary problem solving approaches or some synthesis of methods
  - own or commissioned research either in whole or in part
- prioritising possible solutions on benefit/cost basis and value to the customer
- selecting solution and checking efficacy, including checking:
  - the solution breaks the causal tree
  - other causes are not able to cause the problem
  - benefit/cost ratio is acceptable
  - solution can be implemented
  - permanence of solution
- standardising solutions by:
  - checking that implemented solution solves the problem
  - solution can be applied to all relevant standards within the organisation, including:
    - standard operating procedures/work instructions
    - actual work practice
    - maintenance manuals and similar
    - product and/or process specifications

Required knowledge

Required knowledge includes:

- organisational goals, products and processes
- sources of data (actual and possible) within the organisation and the value stream
- understanding of the techniques and methodologies of formal problem solving
- data required for problem solving and alternative/proxy data sources
- benefit/cost analysis

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and	A person who demonstrates competency in this unit must

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evidence required to demonstrate competency in this unit	be able to provide evidence of the ability to: • undertake complex problem identification • establish appropriate methodologies, including establishing team responsibilities, to achieve root cause identification • prioritise solutions • recommend solutions and implementation procedures within the organisation and the value stream • evaluate implementation of solutions • standardise solutions.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to

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	accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull- related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree

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	Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector

Complex problem	A complex problem may be described as one which has several of the following characteristics:
	• requires going into the value stream for data/information
	• is wider than just applying to a single job
	• applies to less common solutions or problems
	• requires a higher level of knowledge and skill (which may or may not be possessed directly by the person solving the problem), such as:
	  • significant specialist knowledge
	  • significant specialist skill
	  • more theory/understanding of technology or process
	• data is not easily available and may need particular strategies to obtain, such as:
	  • overcoming resistance from people including employees, customers or suppliers
	  • extracting data not regularly reported from SCADA or similar systems
	  • the problem and/or proposed solutions require reporting or authorisations from a Board or external authorities, such as licensing or regulatory bodies

• **Problem recognition**	The problem recognition may include: • an obvious and current complex problem • an intractable problem which has been known about and 'lived with' for some time • a complex problem which has not been previously recognised The problem may, or may not be capable of complete definition at the start of the problem solving process (so requiring an iterative process)
Group	Problem will be such that it is beyond the scope of an individual to solve and so a group is required. The group

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	may be: • real (i.e. physical or face to face) • nominal (i.e. never meets and may not know who each other is) • or any combination in between

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS408005A Develop the learning processes of the operations organisation

Modification History

New unit, superseding MSACMG805A Develop the learning processes of the manufacturing organisation - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to ensure that knowledge relevant to performance improvement and the meeting of customer requirements is gathered, applied and retained by the organisation and individuals. This unit focuses on the processes in an organisation for extracting learning as it appears, capturing it in a manner which makes it available for future use and applying it to work.

Application of the Unit

The unit is intended for managers and people with a similar sphere of influence and scope of authority and responsibility who are familiar with competitive systems and practices and workplace learning. Where this is not the case *MSS405012A Manage workplace learning* may be completed to supply the necessary skills.

The equivalent team leader unit is *MSS407008A Capture learning from daily activities in a organisation*.

This unit may also be applied to service organisations applying competitive systems and practices principles.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Identify processes generating new knowledge	1.1	Identify any existing systems for organisational learning
		1.2	Encourage the open discussion of current performance and problems
		1.3	Facilitate consensus problem solving
		1.4	Ensure both qualitative and quantitative knowledge are captured
		1.5	Validate findings with relevant managers
2	Develop knowledge capture and retrieval systems	2.1	Obtain required approvals
		2.2	Provide useable systems for recording of problems, causes and solutions
		2.3	Facilitate the extraction of knowledge from records
		2.4	Ensure all project work captures generated knowledge
		2.5	Ensure knowledge is in a form able to be applied by the organisation and its personnel
		2.6	Develop knowledge storage and retrieval systems
		2.7	Monitor knowledge capture system use and suitability
3	Improve the application of	3.1	Ensure knowledge is distributed to and available where needed

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	organisational knowledge	3.2	Ensure knowledge system is part of standard procedures and practices
		3.3	Encourage the routine use of the knowledge system
		3.4	Facilitate open discussion of knowledge and knowledge system
		3.5	Identify inhibitors to greater use of knowledge
		3.6	Take actions to improve application of organisational knowledge
4	Evaluate and improve learning processes	4.1	Review use of knowledge system
		4.2	Evaluate benefits obtained from knowledge system
		4.3	Identify areas where the knowledge system is not being fully utilised
		4.4	Identify areas where greater benefits could be obtained from the knowledge system
		4.5	Discuss areas of possible improvements with relevant managers and other stakeholders
		4.6	Develop consensus improvement plans for the knowledge system
		4.7	Obtain required approvals
		4.8	Train personnel, as required, to improve use
		4.9	Implement improvement plans

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- undertaking self-directed problem solving and decision-making

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- communicating across all levels in an organisation
- preparing reports and recommendations
- implementing knowledge capture systems that cover:
  - existing plant and equipment modifications
  - changes to procedures and operations for information technology (IT) related systems and equipment
  - operations procedure and practice changes
  - new plant, equipment and processes
  - daily problem solving and continuous improvement activities
  - specific improvement events (e.g. kaizen blitz)
  - incident reports
  - reliability/maintenance reports
  - customer feedback
  - feedback from value stream members
- accessing and analysing current performance, including:
  - output indicators
  - input indicators
  - health, safety and environment (HSE) indicators
  - reliability/maintenance indicators
  - continuous improvement indicators
- implementing, monitoring and adjusting improvements to the knowledge system, including:
  - improving integration of knowledge system with other organisation and value stream development processes
  - improving identification of new knowledge
  - improving capture ease and efficiency
  - improving search and application functionality
- analysing performance outside the normal range (good or bad) and assignable cause

Required knowledge

Required knowledge includes:

- competitive systems and practices principles and tools, including:
  - value stream mapping
  - 5S
  - Just in Time (JIT)
  - mistake proofing
  - process mapping
  - establishing customer pull
  - incremental and breakthrough improvement

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  - setting of key performance indicators (KPIs)/metrics
  - identification and elimination of waste (muda)
- organisational goals strategies, operations and processes
- approval processes within organisation
- cost/benefit analysis methods
- methods of determining the impact of a change
- communication methods and media for a range of audiences
- customer perception of value
- reward systems
- learning and knowledge management systems

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • review learning process across the organisation • relate learning processes to implementation of competitive systems and practices • identify components of current system that require improvement • develop improvements to current learning system, including setting of system metrics • manage implementation of improvements.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers

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	• case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA)

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	software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • JIT, kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Codes of practice/standards	Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used
HSE	All changes implemented are expected to be at least neutral, or preferably beneficial, in their impact on HSE
Problems	Problems may include: • non-conformances and other opportunities for improvement
Develop	Develop includes: • establishing and improving
Organisational learning	Organisational learning refers to learning intended to be applied across the whole organisation or by specific teams, work areas or individuals

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Knowledge forms	Knowledge may be: • quantified or otherwise modified to make its outcomes measurable or observable as appropriate to the knowledge and its application
Improvements	Improvements may: • be to process, plant, service, procedures or practice • include changes to ensure positive benefits are maintained
Manager	Manager may include: • any person who may have either a permanent or an ad hoc role in facilitating the function of multiple teams in a workplace, departments or entire organisations

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS408006A Develop and refine systems for continuous improvement in operations

Modification History

New unit, superseding MSACMG806A Develop and refine systems for continuous improvement in manufacturing organisations - Equivalent

Unit Descriptor

This unit of competency covers the skills, knowledge and processes required to ensure that continuous improvement systems do not stultify and continue to improve along with other operational systems in an organisation.

This unit is about improving the process yield/unit of effort or cost, reducing process variation and increasing process reliability, upgrading, enhancing or refining process outputs, and includes developing a culture of reviewing and sustaining change ensuring improvements are maintained and built on.

Application of the Unit

This unit applies to managers and people with a similar sphere of influence and scope of authority and responsibility and who are familiar with competitive systems and practices, continuous improvement and locking in improvements. Where this is not the case the following units may be completed to supply the necessary skills:

MSS405001A Develop competitive systems and practices for an organisation

MSS405013A Facilitate holistic culture improvement in a operations organisation.

The equivalent team leader level unit is MSS407013A Review continuous improvement processes.

This unit may also be applied to service organisations applying competitive systems and practices principles.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Establish parameters of current internal improvement systems	1.1	Describe organisation systems that impact on continuous improvement
		1.2	Identify current relevant metrics and their values
		1.3	Check that metrics are collected for all improvements
		1.4	Determine yield of current improvement processes
		1.5	Review results of improvements
2	Distinguish breakthrough improvement processes	2.1	Identify all improvements which have occurred over an agreed period of time
		2.2	Distinguish between breakthrough improvements and continuous improvements
		2.3	Determine the timing of breakthrough improvement processes
		2.4	Analyse factors controlling the timing and selection of breakthrough improvements
		2.5	Analyse continuous improvements to identify cases where breakthrough improvements were required
		2.6	Validate findings with process/system owners and obtain

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			required approvals
		2.7	Improve timing/selection of breakthrough improvements
		2.8	Improve other factors limiting the gains from breakthrough improvements
3	Develop continuous improvement practice	3.1	Check that levels of delegated authority and responsibility are appropriate for continuous improvement from the shop floor
		3.2	Ensure all personnel have appropriate capabilities for continuous improvement processes
		3.3	Ensure personnel and systems recognise potential breakthrough improvement projects
		3.4	Ensure sufficient resources are available for the operation of continuous and breakthrough improvement processes
		3.5	Check that relevant information flows from improvement changes to all required areas and stakeholders
		3.6	Check data collection and metrics analysis capture changes which result from improvement actions
		3.7	Check that improvement changes are standardised and sustained
		3.8	Check review processes for routine continuous improvements
		3.9	Remove or change factors limiting gains from improvements
		3.10	Modify systems to ensure appropriate possible changes are referred to other improvement processes
		3.11	Institutionalise breakthrough
4	Establish parameters of current external improvement	4.1	Review value stream systems that impact on improvement
		4.2	Review procedures for deciding improvement

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	systems		methodologies
		4.3	Identify current relevant metrics and their values, as appropriate
		4.4	Determine yield of current improvement processes
		4.5	Review results of improvements
5	Explore opportunities for further development of value stream improvement processes	5.1	Review mechanisms for consultation with value stream members
		5.2	Develop mechanisms for further improving joint problem solving
		5.3	Develop mechanisms for increased sharing of organisational knowledge
		5.4	Obtain support and necessary authorisations from process/system owners
		5.5	Capture and standardise improvements
		5.6	Improve factors limiting gains from continuous improvements
6	Review systems for compatibility with improvement strategy	6.1	Review all systems which impact or are impacted on improvements and the improvement system
		6.2	Analyse relationships between improvement systems and other relevant systems
		6.3	Analyse practices caused by and results from the systems
		6.4	Negotiate changes to the systems to improve the outcomes from improvement systems
		6.5	Obtain necessary approvals to implement changes
		6.6	Monitor the implementation of the changes

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- undertaking self-directed problem solving and decision-making on issues of a broad and/or highly specialised nature and in highly varied and/or highly specialised contexts
- communicating at all levels in the organisation and value stream and to audiences of different levels of literacy and numeracy
- analysing current state/situation of the organisation and value stream
- determining and implementing the most appropriate method for capturing value stream improvements
- collecting and interpreting data and qualitative information from a variety of sources
- analysing individually and collectively the implementation of competitive systems and practices tools in the organisation and determining strategies for improved implementation
- relating implementation and use of competitive systems and practices and continuous improvement to customer benefit
- solving highly varied and highly specialised problems related to competitive systems and practices implementation and continuous improvement to root cause
- negotiating with stakeholders, where required, to obtain information required for implementation and refinement of continuous improvements, including management, unions, value stream members, employees and members of the community
- reviewing relevant metrics, including all those measures which might be used to determine the performance of the improvement system, including:
  - key performance indicators (KPIs) for existing processes
  - quality statistics
  - delivery timing and quantity statistics
  - process/equipment reliability (‘uptime’)
  - incident and non-conformance reports
- implementing continuous improvement to support systems and areas, including maintenance, office, training and human resources

Required knowledge

Required knowledge includes:

- competitive systems and practices tools, including:
  - value stream mapping
  - 5S
  - Just in Time (JIT)
  - mistake proofing

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  - process mapping
  - establishing customer pull
  - kaizen and kaizen blitz
  - setting of KPIs/metrics
  - identification and elimination of waste (muda)
- continuous improvement processes including implementation, monitoring and evaluation strategies for a whole organisation and its value stream
- difference between breakthrough improvement and continuous improvement
- organisational goals, processes and structure
- approval processes within organisation
- cost/benefit analysis methods
- methods of determining the impact of a change
- advantages and disadvantages of communication media, methods and formats for different messages and audiences
- customer perception of value
- define, measure, analyse, improve, and control and sustain (DMAIC) process

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • critically review current continuous improvement processes • establish ongoing review of continuous improvement processes • implement improvements in the practice of continuous improvement • better align internal and external systems • gather data through interviews with stakeholders • review existing data • obtain additional data through a variety of techniques • communicate and negotiate at all levels within the organisation
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.

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	Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning for appropriate portions • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the

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performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • JIT, kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Codes of practice/standards	Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used
Health, safety and environment	All changes implemented are expected to be at least

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(HSE)	neutral, or preferably beneficial, in their impact on HSE
Organisation systems	Organisation systems may include: • problem recognition and solving • operational/process improvement • improvement projects • product/process design and development • processes for making incremental improvements
Relevant metrics	Relevant metrics include all those measures which might be used to determine the performance of the improvement system and may include: • hurdle rates for new investments • KPIs for existing processes • quality statistics • delivery timing and quantity statistics • process/equipment reliability (‘uptime’) • incident and non-conformance reports • complaints, returns and rejects
Improvement process yield	Improvement process yield may be regarded as: • the benefit achieved for the effort invested
Breakthrough improvements	Breakthrough improvements include: • those which result from a kaizen blitz or other improvement project or event and are a subset of all improvements
Timing of breakthrough improvements	Timing of breakthrough improvements includes: • frequency (which should be maximised) and duration (which should be minimised) of events/projects
Continuous improvement	Continuous improvement is part of normal work and does not require a special event to occur (although may still require authorisations) and contrasts with breakthrough improvement/kaizen blitz which occurs by way of an event or project
Resources for improvement	Resources for improvements include: • improvement budget • guidelines for trialling of possible improvements • mechanism for approvals for possible improvements • business case guidelines for proposed improvements • indicators of success of proposed improvement • mechanisms for tracking and evaluation of changes

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	• forum for the open discussion of the results of the implementation • mechanisms for the examination of the improvement for additional improvements • organisation systems to sustain beneficial changes
Capturing value stream improvements	Capturing value stream improvements includes: • revised contractual arrangements • revised specifications • signed agreements • other documented arrangements which formalise the raised base line
Systems impacting improvements	Systems which impact/are impacted on improvements and the improvement system include: • office • purchasing • rewards (individual or team at all levels) • sales • marketing • maintenance • process/product • transport and logistics
Organisational knowledge	Organisational knowledge should: • be able to be quantified or otherwise modified to make its outcomes measurable or observable • be able to be expressed in an accessible and distributable form appropriate to the organisation operations and stakeholders
Improvements	Improvements may: • be to process, plant, procedures or practice • include changes to ensure positive benefits to stakeholders are maintained
Manager	Manager may include: • any person who may have either a permanent or an ad hoc role in facilitating the function of multiple teams in a workplace, departments or entire organisations

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Unit Sector(s)

Unit sector	Competitive systems and practices

Custom Content Section

Not applicable.

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MSS408007A Develop problem solving capability of an organisation

Modification History

New unit, superseding MSACMG807A Develop problem solving capability of a manufacturing organisation - Not equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to develop problem solving skills of individuals within an organisation and as a consequence the problem solving capability of the organisation as a whole. The unit does not supply the skills to undertake formal problem solving on individual problems.

Application of the Unit

This unit is intended for organisation leaders/managers and people with a similar sphere of influence and scope of authority and responsibility. It applies where problem solving is already routine in the organisation and improving individual and organisational problem solving capability has been accepted as part of the organisation's improvement processes.

The unit applies to individuals who are already familiar with formal problem solving processes. Where this is not the case the following units may be completed to supply the necessary skills:

- *MSS402080A Undertake root cause analysis*
- *MSAPMSUP390A Use structured problem solving tools.*

For high level complex problem solving skills refer to *MSS407012A Lead a problem solving process to determine and solve root cause*.

This unit may also be applied to service organisations applying competitive systems and practices principles.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Develop an appropriate organisational framework	1.1	Determine or review available problem finding strategies in the organisation
		1.2	Analyse the current selection and application of problem solving tools and gauge effectiveness
		1.3	Determine preferred problem solving strategies for the organisation
		1.4	Determine or review the desired outcomes from use of selected problem solving strategies
		1.5	Review organisational structure to facilitate improvement in problem solving
		1.6	Develop a training strategy to improve problem solving ability
		1.7	Develop reporting framework and guidelines
		1.8	Develop corrective action identification and tracking systems
		1.9	Obtain support from relevant process/system owners for proposed changes
2	Improve problem	2.1	Implement training strategy

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	solving ability	2.2	Ensure problem solving occurs using groups or teams
		2.3	Provide resources to ensure problem solving occurs
		2.4	Confirm with teams and groups that training and resources deliver capability to solve complex problems
		2.5	Monitor problem solving to determine if improvement in developing problem solving solutions is achieved
		2.6	Provide resources to ensure solutions are implemented
		2.7	Ensure reporting and corrective action tracking occurs
3	Review problem solving effectiveness	3.1	Review corrective action tracking
		3.2	Determine benefit/cost from solutions
		3.3	Analyse interactions of multiple problems with each other and the organisation
		3.4	Review problem solving strategy
		3.5	Make improvements to problem solving strategy and approach

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- reviewing current operations and procedures to determine if problems are being identified as early as possible
- reviewing current operations and procedures to determine if problems are being defined appropriately
- identifying and quantifying desired outcome from improved problem solving capability, such as:
  - improved customer service and delivery
  - defect elimination
  - capacity improvement

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    - cost reduction
    - safety improvement
    - improved complaint resolution
- establishing appropriate reporting arrangements for formal problem solving, including:
    - appropriate metrics (e.g. incident frequency and incident consequences)
    - trigger criteria for conducting problem solving activity
    - problem definition and quantification
    - cause and effect diagrams (or similar)
- solutions identified
- reviewing organisational structure, value stream and customer alignment in order to set performance indicators for organisation problem solving capability

Required knowledge

Required knowledge includes:

- competitive systems and practices principles
- competitive systems and practices at both a strategic and tools level, including:
    - value stream mapping
    - 5S
    - Just in Time (JIT)
    - mistake proofing
    - process mapping
    - establishing customer pull
    - breakthrough improvement and continuous improvement (kaizen and kaizen blitz)
    - setting of key performance indicators (KPIs)/metrics
    - identification and elimination of waste (muda)
    - six sigma and lean six sigma
- a range of problem solving methodologies, including:
    - cross-functional problem solving team
    - cross-functional nominal group (virtual team)
    - consulting and or brainstorming with members from outside the organisation on some basis
    - input from other members of the value stream
    - the use of known/proprietary problem solving approaches or some synthesis of methods
    - own or commissioned research either in whole or in part
- organisation strategy and vision, value stream and value as defined by the organisation’s customers
- corrective action tracking methods

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to:
	• analyse and improve problem finding capabilities of the organisation
	• improve the problem solving capability of the organisation
	• set KPIs for organisation problem solving
	• ongoing review of systems and processes relevant to problem solving
	• increasing problem solving capability through identification of appropriate strategies, including where required, identifying:
	  • training needs in problem finding and solving
	  • changes in organisational structure, decision making and processes
	  • appropriate metrics
	  • need for outside assistance.

Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a

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	combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six

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	sigma and three sigma • JIT, kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Codes of practice/standards	Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used
Health, safety and environment (HSE)	All changes implemented are expected to be at least neutral, or preferably beneficial, in their impact on HSE
Organisational structure	A review of organisational structure may include: • operational and support functions and departments • links with value stream members • super-users and facilitators • roles and responsibilities with regard to problem solving • plans to broaden the users of problem solving approach • plans to improve the problem solving performance of personnel
Problem finding strategies	Problem finding strategies are the strategies used to identify:

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	• problems before they become obvious or cause significant non-conformance or risk • situations not initially considered a problem but which may be hindering greater performance • strategies for finding opportunities for improvement

Complex problem	A complex problem may be described as one which has several of the following characteristics:
	• requires going into the extended value stream for data/information
	• is wider than just applying to a single job
	• applies to less common solutions or problems
	• requires a higher level of knowledge and skill (which may or may not be possessed directly by the person solving the problem), such as:
	  • significant specialist knowledge
	  • significant specialist skill
	  • more theory/understanding of technology or process
	• data is not easily available and may need particular strategies to obtain, such as:
	  • overcoming resistance from people, including employees, customers or suppliers
	  • extracting data not regularly reported from SCADA or similar systems
	  • the problem and/or proposed solutions require reporting or authorisations from a Board or external authorities, such as licensing or regulatory bodies

Effective solutions	Effective solutions will: • prevent recurrence • be within the control/ability of the organisation to implement • meet organisation goals and objectives
Required resources	Required resources may include: • plant • data processing equipment • measuring and diagnostic equipment • materials (e.g. raw materials, components, work in progress, other consumables, paper and forms in electronic or hard format) • energy (e.g. heating, cooling, fuel and power) • appropriately skilled people as employees and in the

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	value stream • finances • feedback/visual operations resources • measuring equipment
Manager	Manager may include: • any person who may have either a permanent or an ad hoc role in facilitating the function of multiple teams in a workplace, departments or entire organisations

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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NWPGEN007 Sample and test drinking water

Modification History

Release	Comments
1	This unit was released in NWP Water Training Package release 1.0 and meets the Standards for Training Packages. • New unit • Created drawing upon information from deleted units NWP208A and NWP218B

Application

This unit describes the skills required to collect and prepare drinking water samples and to perform basic water quality tests. This unit does not include off-site laboratory testing.

This unit applies to those working in field operations in the water industry, but might be relevant to others.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, while performing routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for water quality sampling and testing	1.1 Receive instructions for taking samples and conducting basic water quality tests. 1.2 Confirm and record samples and tests to comply with requirements. 1.3 Select, check and prepare equipment and resources. 1.4 Select and apply relevant sample preservation methods. 1.5 Select, fit and use personal protective equipment.
2. Conduct water quality sampling and testing	2.1 Adopt hygienic work practices. 2.2 Collect samples ensuring that types, locations and times comply with requirements. 2.3 Prepare samples for off-site laboratory testing according to requirements. 2.4 Maintain integrity of samples during sampling and on-site testing. 2.5 Conduct basic on-site water quality tests. 2.6 Assess and report abnormal characteristics and apply incident management principles. 2.7 Record samples and results of on-site analysis. 2.8 Limit hazards and contamination to self, work area and environment.
3. Finalise work	3.1 Apply chain of custody principles. 3.2 Report observations or measurements requiring further action. 3.3 Dispose of samples and clean and store test equipment. 3.4 Clear and restore work area.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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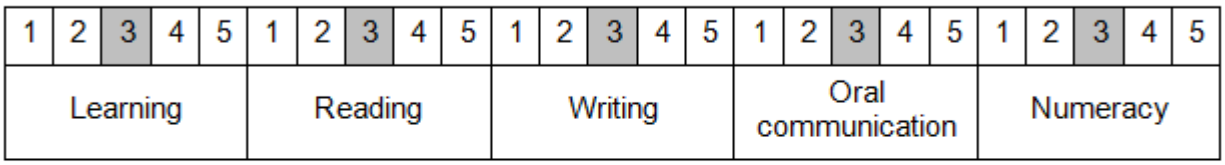
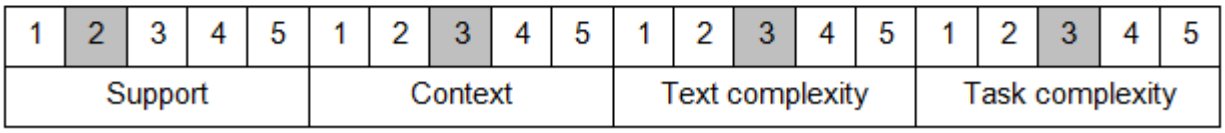
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Range of Conditions

Types of sampling conditions includes:	• physical • microbial • chemical • radiological
On-site tests include:	• turbidity • pH • dissolved oxygen • electrical conductivity • chlorine • temperature • colour
Types of sampling areas include:	• surface • ground • drinking • seawater

Unit Mapping Information

No equivalent unit.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

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Assessment Requirements for NWPGEN007 Sample and test drinking water

Modification History

Release	Comments
1	These Assessment Requirements were released in NWP Water Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. To be deemed competent the candidate must be assessed in a minimum of three of the types of tests, one of the types of conditions and one of the areas of sampling listed in the Range of Conditions. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- calibrating testing equipment
- interpreting sampling and testing requirements
- preparing, checking and using equipment
- assessing risks
- preparing, collecting, labelling and preserving water samples
- disposing of waste and spent samples
- planning and preparing for water sampling tasks
- recording all required information

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- chain of custody
- range and purpose of basic water quality testing and sampling
- relevant policies and procedures
- blind sampling
- abnormal characteristics of water samples
- atypical test result data
- relevant work-related calculations
- maintenance and storage of reagents
- requirements for maintaining sample integrity

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- relevant legislative and organisational requirements
- water sample preparation
- work planning processes
- effects of weather and conditions on work
- hazards associated with collection of water samples
- incident management principles

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

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NWPGEN009 Perform laboratory testing

Modification History

Release	Comments
1	This unit was released in NWP Water Training Package release 1.0 and meets the Standards for Training Packages. Supersedes and is equivalent to NWP364B Perform laboratory testing. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • All elements and PC rewritten with occupational outcome of the unit maintained

Application

This unit describes the skills required to perform laboratory tests using standard methods and procedures and with access to readily available advice.

This unit applies to those working in the water industry, but could be used by other sectors.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under indirect supervision, while performing complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. *Prepare samples* for testing	1.1 Identify samples to be collected. 1.2 Collect samples ensuring that types, locations and times comply with requirements. 1.3 Maintain integrity of samples during sampling. 1.4 Assess and report abnormal characteristics and apply incident management principles. 1.5 Label, register and record laboratory samples, ensuring that the required information is transcribed accurately and legibly. 1.6 Identify samples to be tested, appropriate test method, equipment and safety requirements.
2. Prepare for laboratory testing	2.1 Set up test equipment and/or reagents in accordance with the specified test method. 2.2 Conduct pre-use and safety checks. 2.3 Identify and report faulty or unsafe equipment to appropriate personnel. 2.4 Check the calibration status of equipment and conduct calibration or report calibration requirements to appropriate personnel.
3. Perform tests on samples	3.1 Preserve the integrity of samples and eliminate the possibility of cross-contamination. 3.2 Identify, prepare, and weigh or measure sample and standards to be tested. 3.3 Follow test methods and perform sequence of tests using safety equipment. 3.4 Perform calculations. 3.5 Shut down equipment. 3.6 Store unused reagents and dispose of wastes as required by relevant regulations and codes. 3.7 Clean and store equipment.
4. Finalise work	4.1 Apply chain of custody principles. 4.2 Record results. 4.3 Identify and report ‘out of specification’ or atypical results. 4.4 Report observations or measurements requiring further action. 4.5 Clear and restore work area.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

Range of Conditions

Types of sample preparation include:	• sub sampling • dilution • filtration • digestion • mixing/agitation • heating/cooling • neutralisation/ quenching
Off-site/laboratory complex tests for wastewater include:	• chlorine • free ammonia • colour • redox • Sludge Volume Index • alkalinity • settle ability • Mixed Liquor Suspended Solids • Chemical Oxygen Demand, Biochemical Oxygen Demand • total organic carbon • nutrient testing • filamentous organisms

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	• spectrophotometric analysis • potentiometric analysis • colorimetric comparators • volumetric analysis • microscopy • gravimetric analysis
Off-site/laboratory complex tests for drinking water include:	• taste and odour • chlorine • free ammonia • colour redox • UV absorbance and transmittance • nutrient testing • fluoride • iron • manganese • microscopy • Silt Density Index • gravimetric analysis • aluminium • alkalinity • hardness • jar testing • spectrophotometric analysis • potentiometric analysis • colorimetric comparators • volumetric analysis

Unit Mapping Information

Supersedes and is equivalent to NWP364B Perform laboratory testing.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

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Assessment Requirements for NWPGEN009 Perform laboratory testing

Modification History

Release	Comments
1	These Assessment Requirements were released in NWP Water Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. To be deemed competent the candidate must be assessed in a minimum of one type of sample preparation and minimum of three of the types of complex tests from either the wastewater or drinking water options listed in the Range of Conditions. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- comparing sample description with the specification, record results and report discrepancies
- adopting hygienic work practices
- limiting hazards and contamination to self, work area and environment
- producing laboratory reports and logs
- using laboratory safety equipment and personal protective equipment
- interpreting laboratory test methods
- interpreting policies, procedures and standards
- interpreting and recording test results, including calculation of results from test data where required
- using potentiometric, ion selective, spectrophotometric, volumetric and gravimetric laboratory equipment
- performing sub-sample and testing products
- labelling samples for testing
- registering and preserving samples
- selecting the correct equipment and checking equipment performance
- maintaining a safe work environment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

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Operational knowledge of:

- purpose of tests
- principles of the standard method
- calibration and/or pre-use equipment checks and their basis
- relevant standards and specifications and their interpretation
- source of uncertainty in measurements and methods for control
- importance and appropriate use of certified reference materials
- procedures for recognition of unexpected or unusual results and likely causes
- WHS for sample and testing
- safety data sheets

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

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NWPSOU012 Monitor, inspect and report catchment operations

Modification History

Release	Comments
1	This unit was released in NWP Water Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to NWP240B Inspect and report catchment and surrounding areas. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Unit title changed to better reflect unit outcomes • One new Element added • PC 1.3 removed • three new PC added to Element 1 • two new PC added to Element 2

Application

This unit describes the skills required to inspect and monitor catchment areas, monitor flows and coordinate catchment processes. The ability to collect data and samples, monitor and adjust regulatory systems, identify and investigate catchment problems and produce technical reports is essential to performance.

This unit applies to those working as field staff with a specific responsibility for inspecting, monitoring and reporting catchment operations.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to WHS.

Those undertaking this unit would work under indirect supervision while performing routine tasks ensuring minimum damage to the environment, in a familiar context. The level of responsibility may vary according to the size and complexity of the catchment area.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Source

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Inspect and monitor catchment operations	1.1 Identify and apply work requirements for undertaking inspections of catchments and surrounding areas. 1.2 Schedule routine inspections of catchment areas to identify water quality risks. 1.3 Inspect and monitor designated locations according to agreed schedule and procedures. 1.4 Inspect flow regulating systems and determine required adjustments to meet demand. 1.5 Select, fit and use required safety equipment, including personal protective equipment.
2. Operate and report catchment conditions	2.1 Measure and record catchment inflows and outflows or extractions. 2.2 Collect and record water samples according to sampling requirements. 2.3 Identify organisation standards for the condition and maintenance of catchment environment. 2.4 Identify and report changes to environmental conditions. 2.5 Identify and report flows into, and conditions of, catchment areas.
3. Assist in investigating hazards, risks and catchment security	3.1 Identify and report activities within catchment that pose a hazard or risk to the public, water quality or the environment. 3.2 Identify and report activities of external parties within the catchment and surrounding area that breach organisational guidelines. 3.3 Check and confirm public complaints and report to relevant personnel.
4. Complete documentation	4.1 Collect and analyse catchment data. 4.2 Review and action investigation results. 4.3 Compile reports from catchment inspections.

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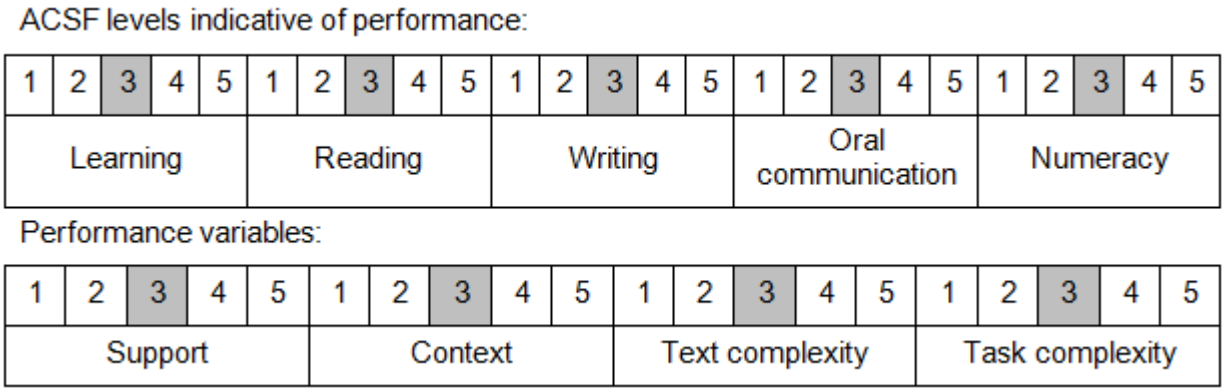
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to NWP240B Inspect and report catchment and surrounding areas.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

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Assessment Requirements for NWPSOU012 Monitor, inspect and report catchment operations

Modification History

Release	Comments
1	These Assessment Requirements were released in NWP Water Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using safety equipment and personal protective equipment
- using pest eradication equipment
- calculating flow and capacity
- coordinating safety surveillance
- identifying control system faults
- inspecting and monitoring catchment areas
- monitoring flows
- coordinating catchment processes
- inspecting catchment areas and identifying water quality risks
- monitoring catchment and collecting and reporting catchment data
- collecting samples
- inspecting and adjusting flow regulating systems
- identifying and reporting on flows into the catchment area
- assessing and reporting on the condition of the catchment area
- identifying and addressing risks and hazards
- monitoring and integrating catchments processes
- completing documentation
- implementing actions resulting from investigations
- monitoring and/or reporting illegal activities

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Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- inspection of catchments
- coordination processes
- by-laws and legislation
- catchment layout and processes
- environmental aspects of catchment areas
- policies and standard operating procedures
- Australian Drinking Water Guidelines (ADWG)
- hazardous substances handling
- communication systems
- risk factors and potential hazards involved with catchment area processes, equipment operation, capacity and limitations
- effects of weather and conditions on operation of catchment areas
- pest control specifications

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

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NWPTRT001 Operate and control water treatment processes

Modification History

Release	Comments
1	This unit was released in NWP Water Training Package release 1.0 and meets the Standards for Training Packages. • New unit, created drawing upon information from deleted units NWP260A, NWP261A and NWP345B

Application

This unit of competency describes the skills required to operate and control a water treatment plant, to report on water treatment plant system performance and process quality control. The ability to operate water treatment processes in urban and/or rural areas, in compliance with relevant water legislation and regulations and Australian Drinking Water Guidelines, is vital to performance.

This unit applies to those working as operational staff in water treatment plants with responsibility for the practical and safe operation of plant, equipment and processes.

The skills and knowledge described in this unit must be applied within the legislative, statutory, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, while performing routine tasks, within a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Treatment

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan and prepare for work	1.1 Determine work requirements from job specifications and plans. 1.2 Select and check equipment to meet safety requirements of task and site. 1.3 Select, fit and use safety equipment including personal protective equipment.
2. Operate and control process	2.1 Carry out routine plant inspections according to the type of plant. 2.2 Identify and report process faults and the operational condition of the plant. 2.3 Collect samples and conduct standard tests. 2.4 Carry out basic adjustments to improve process performance.
3. Complete documentation	3.1 Collect, interpret, record and complete process data. 3.2 Identify data that falls outside normal parameters and report for further action.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	**3**	4	5	1	2	**3**	4	5	1	2	**3**	4	5	1	**2**	3	4	5	1	2	3	**4**	5
Learning					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	**2**	3	4	5	1	**2**	3	4	5	1	2	**3**	4	5	1	2	**3**	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

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Range of Conditions

Current processes include:	• pre-treatment
	  • chemical dosing
	  • coagulation
	  • pH adjustment
	  • iron manganese
	  • pre-screening
	• separation
	  • clarification
	  • filtration
	  • DAF
	• disinfection
	• post-treatment
	  • fluoride
	  • ozone
	  • BAC
	  • stabilisation

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

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Assessment Requirements for NWPTRT001 Operate and control water treatment processes

Modification History

Release	Comments
1	These Assessment Requirements were released in NWP Water Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. The candidate must be assessed operating at least two of the processes listed in the Range of Conditions, of which one must be from separation and one from disinfection. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting routine plant inspections
- interpreting safety data sheets (SDS)
- applying basic mathematical formulae
- completing logs
- preparing and applying chemical dosing including at least one of:
  - pH adjustment
  - coagulants
  - polymers
  - flocculants
  - disinfectants
  - fluoride
- interpreting plans, charts and instructions

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- water cycle
- sources of water
- demands and uses of water, both domestic and industrial
- physical, chemical and microbiological characteristics of water within the water treatment process

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- reasons for water treatment
- types of treatment plants and processes
- major chemicals and equipment used
- water treatment plant hazards
- risk factors and potential hazards associated with the operation of water treatment processes
- physical, chemical and microbiological characteristics of water within the water treatment process
- chemical and biological principles that form the basis of water treatment
- types of components
- relevant technologies
- water quality principles
- relevant guidelines and standards
- risk management principles of water treatment (HACCP)
- basic knowledge of types of chemicals and water chemistry

Candidate should demonstrate basic knowledge of all processes listed in Range of Conditions.

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

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NWPTRT052 Operate and control hypochlorite disinfection processes

Modification History

Release	Comments
1	This unit was released in NWP Water Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to NWP268B Monitor, operate and report chlorine disinfection systems. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Unit title changed to better reflect unit outcomes • Elements 2 and 3 reworded • One new PC added to Elements 1 and 3 • PC 2.3 removed • PC 3.1 revised and renumbered • PC 2.4 and 3.3 renumbered • PC 3.2 and 4.1 revised

Application

This unit describes the skills required to monitor and operate hypochlorite disinfection systems and report on process quality control. This includes the skills required to working safely with sodium hypochlorite solutions and calcium hypochlorite solids, including their safe handling, transport and storage and implementation of emergency response procedures.

This unit applies to those working as operational staff with specific responsibility for hypochlorite disinfection systems in water and wastewater treatment plants.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to WHS and handling of dangerous goods.

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Those undertaking this unit would work under supervision, while performing routine tasks, in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Treatment

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan and prepare for work	1.1 Determine work requirements from job specification and plans. 1.2 Select and check equipment and hypochlorite supplies to meet safety requirements of task and site. 1.3 Select, fit and use personal protective equipment. 1.4 Handle and store hypochlorite chemicals to maximise shelf life and reduce loss of available chlorine. 1.5 Conduct the percentage available chlorine test.
2. Monitor process performance	2.1 Monitor hypochlorite disinfection ***processes*** according to agreed schedule and procedures. 2.2 Collect samples and conduct process tests. 2.3 Make process adjustments as required to maintain effectiveness of hypochlorite disinfection.
3. Apply chemical dosing	3.1 Prepare and apply hypochlorite chemicals. 3.2 Control hypochlorite ***dosing*** to maintain required residual.
4. Complete documentation	4.1 Maintain information relating to hypochlorite supply and usage. 4.2 Collect and record process data. 4.3 Report observations outside defined parameters for further action.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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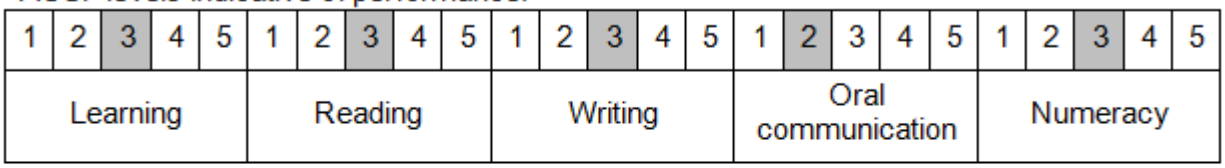
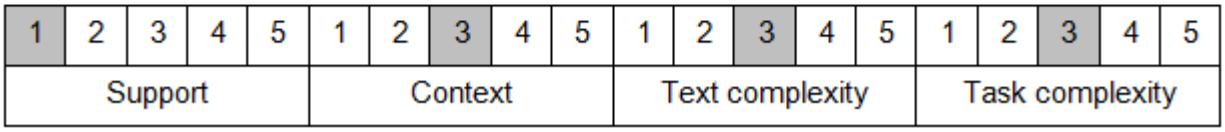
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Range of Conditions

Processes include:	• sodium hypochlorite solution • sodium hypochlorite
Technologies include:	• calcium hypochlorite granules • calcium hypochlorite tablets
Dosing procedures include:	• chlorinator shutdown, start up and isolation • purging operations • leak testing • dosing pump checks

Unit Mapping Information

This unit supersedes and is equivalent to NWP268B Monitor, operate and report chlorine disinfection systems.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

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Assessment Requirements for NWPTRT052 Operate and control hypochlorite disinfection processes

Modification History

Release	Comments
1	These Assessment Requirements were released in NWP Water Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. The candidate must be assessed in at least one type of process, in at least one type of technology and in at least one type of dosing procedure listed in the Range of Conditions. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying policies, standard operating procedures and regulatory standards
- performing work-related calculations
- identifying and responding to process faults and control system faults
- identifying hazards
- performing hypochlorite tests and chlorine residual sampling and testing
- interpreting safety data sheets (SDS)
- monitoring, operating and reporting on hypochlorite disinfection systems
- selecting and using appropriate tools and equipment, including personal protective equipment
- collecting and reporting process data
- preparing and applying hypochlorite dosing safely
- performing process calculations, including at least one of:
  - feed rate
  - dosage
  - Ct

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Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- properties and chemistry of hypochlorite chemicals
- effects of pH, time, temperature, UV exposure and impurities on hypochlorite breakdown
- microbiological guidelines
- reactions with water to produce hypochlorous acid/hypochlorite ion
- impact of pH
- chlorine demands, including:
  - ammonia
  - natural organic matter (NOM)
  - turbidity
  - iron, manganese and nitrite
- disinfection by-products (DBP)
- breakpoint
- contact time
- hypochlorite dosing system layout for sodium hypochlorite and/or calcium hypochlorite dosing systems
- hazardous substances handling
- risk factors and potential hazards associated with hypo chlorination
- work-related hypochlorite calculations
- hypochlorite dosing processes
- automatic feed rate control systems
- SDS

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Some components of this unit require assessment in a workplace environment therefore the unit is not suitable for fully external or electronic based assessment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

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NWPTRT061 Operate and control wastewater processes

Modification History

Release	Comments
1	This unit was released in NWP Water Training Package release 1.0 and meets the Standards for Training Packages. • New unit • Created drawing upon information from deleted units NWP262A, NWP263A and NWP346B

Application

This unit of competency describes the skills required to operate and control a wastewater treatment plant and report on system performance and process quality control. The ability to operate wastewater treatment processes to ensure that wastewater disposal or re use meets state or territory licensing requirements is essential to performance.

This unit applies to those working as operational staff in wastewater treatment plants with responsibility for the practical and safe operation of plant, equipment and processes.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those relating to WHS.

Those undertaking this unit would work under supervision, performing routine tasks within a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Treatment

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan and prepare for work	1.1 Determine work requirements from work specifications and plans. 1.2 Select and check equipment required to meet safety requirements of task and site. 1.3 Select, fit and use safety equipment including personal protective equipment.
2. Operate and control processes	2.1 Carry out routine plant inspections according to the type of plant. 2.2 Identify and report process faults and the operational condition of the plant. 2.3 Collect samples and conduct standard tests. 2.4 Carry out basic adjustments to improve process performance.
3. Complete documentation	3.1 Collect, record and complete process data. 3.2 Identify data that falls outside normal parameters and report for further action.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Range of Conditions

Current processes include:	• primary processes:
	  • screening
	  • grit removal
	  • primary sedimentation
	  • odour control
	• secondary processes:
	  • activated sludge
	  • nutrient removal
	  • trickling filters
	  • lagoons
	• tertiary processes:
	  • lagoons
	  • clarification
	  • membrane filters
	  • granular filters
	  • disinfection
	• solids management:
	  • aerobic/anaerobic
	  • dewatering
	  • gas management
	  • thickening

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

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Assessment Requirements for NWPTRT061 Operate and control wastewater processes

Modification History

Release	Comments
1	These Assessment Requirements were released in NWP Water Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. The candidate must be assessed in at least one of the processes listed in the Range of Conditions. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting routine plant inspections
- interpreting safety data sheets (SDS)
- applying basic mathematical formulae
- completing logs
- determining chemical dosing requirements

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- sources of wastewater
- water cycle
- basic hydraulics and organic loading in wastewater plants
- basic chemistry and microbiology
- types of components
- relevant technologies
- weather influence on wastewater plants
- odour control
- physical, chemical and microbiological characteristics and operating principles relating to wastewater treatment
- reasons for wastewater treatment
- types of wastewater treatment plant processes

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- major chemicals and equipment used
- risk factors and potential hazards relating to wastewater treatment
- chemical and biological principles that form the basis of wastewater treatment
- chemical dosing processes
- relevant guidelines and standards
-

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

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NWPTRT071 Operate and control pre-treatment processes

Modification History

Release	Comments
1	This unit was released in NWP Water Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to NWP264B Monitor, operate and report wastewater pre-treatment processes. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Unit title changed to better reflect unit outcomes • Element 4 reworded • PC 3.2 revised • PC 4.1 removed • PC 4.2 reworded

Application

This unit describes the skills required to monitor, operate and report on wastewater pre-treatment processes, including separation processes such as screens and grit removal, used in industrial or domestic wastewater treatment plants prior to biological treatments.

This unit applies to those working as operational staff with specific responsibility for pre-treatment processes.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those relating to environment, safety, and manufacturers' guidelines.

Those undertaking this unit would work under supervision while performing routine tasks in a range of familiar contexts.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Treatment

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan and prepare for work	1.1 Determine work requirements as outlined in standard operating procedures. 1.2 Identify and report potential risks to self, other employees, public and environment. 1.3 Select and check work site equipment, tools and safety materials as appropriate to meet task and safety specifications. 1.4 Select, fit and use personal protective equipment.
2. Monitor pre-treatment processes	2.1 Carry out routine plant inspections. 2.2 Monitor processes to maintain parameters of operation. 2.3 Collect process samples and conduct standard tests. 2.4 Collect, record and report process data. 2.5 Identify and report process faults and operational condition of plant.
3. Operate pre-treatment processes	3.1 Operate pre-treatment processes. 3.2 Carry out basic adjustments to enhance system performance. 3.3 Determine chemical dosing requirements
4. Complete documentation	4.1 Collect and record process data 4.2 Report observations outside defined parameters for further action.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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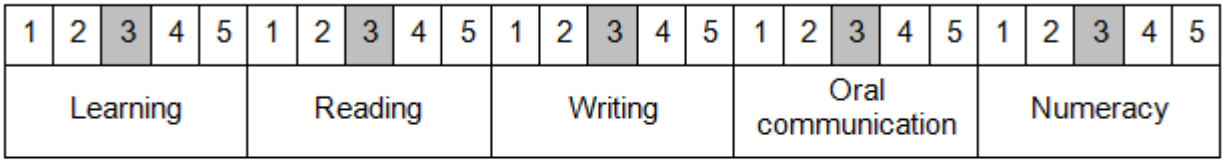
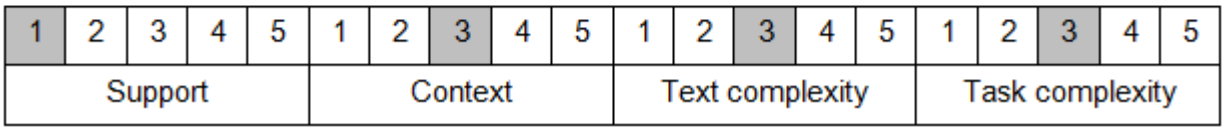
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to NWP264B Monitor, operate and report wastewater pre-treatment processes.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

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Assessment Requirements for NWPTRT071 Operate and control pre-treatment processes

Modification History

Release	Comments
1	These Assessment Requirements were released in NWP Water Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- performing calculations including ratios
- reading and applying procedures and standards
- giving and receiving instructions
- identifying control system faults and operational problems
- using verbal and written communication in the workplace
- monitoring, operating and reporting on wastewater pre-treatment processes, including at least one of:
  - screening
  - gravity and aerated grit chambers
  - gross pollution traps
  - removal and disposal of screenings
  - shredding
  - odour removal
  - oily water separators
  - riffle plate separators
- planning and preparing for work
- collecting and labelling samples and performing tests including, at least one of:
  - settling tests
  - pH
  - dissolved oxygen
  - suspended solids

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  - chemical oxygen demand
- inspecting plant and monitoring processes
- collecting and recording data
- operating and adjusting processes, including at least one of:
  - pH correction
  - dissolved oxygen levels
  - flow control
  - screen rotation frequency
  - solids removal
  - chemical additions
  - plant performance data
  - chemical usage
- recording all required information

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- principles of and need for effective pre-treatment
- system layout
- policies, procedures and legislation applied to wastewater pre-treatment processes
- relevant utilities and service bodies
- communication systems
- work-related calculations
- risk factors and potential hazards relating to wastewater treatment
- equipment operation, capacity and limitations
- pumping and valving systems
- control systems
- impacts of hydraulic loads on processes

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Some components of this unit require assessment in a workplace environment therefore the unit is not suitable for fully external or electronic based assessment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

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PMAOHS310B Investigate incidents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This competency unit refers to the investigation of incidents that occurred at the workplace. These incidents can vary from large to small, completely internal or partially externally coordinated. They include, but are not limited to, all types of emergencies, fires, OHS and/or environmental incidents.

Application of the Unit

Application of the unit	In a typical scenario, minor incidents which are subject to internal investigation will be conducted by the plant operator/technician, and for a more major investigation, or one subject to external investigation, he/she will assist with the investigation and/or undertake identified parts of the investigation. The exact definition of the scope of responsibility will depend on company policy, as will the level of the person undertaking these investigations. These investigations will be in accordance with company procedures for such investigations which will be consistent with any relevant regulations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Monitor and review emergency situation	1.1. Undertake site inspections of incident scene 1.2. Communicate with relevant personnel regarding specific aspects of the emergency situation 1.3. Monitor corrective action procedures 1.4. Communicate changes to the situation to appropriate personnel.
2. Record investigation process and results as appropriate	2.1. Establish and secure boundaries of the incident scene to prevent contamination of prospective evidence/exhibits 2.2. Identify and interview persons relevant to the incident 2.3. Identify and record evidence/exhibits at the scene prior to examination to ensure continuity 2.4. Assess relevant information, documentation and evidence/exhibits 2.5. Determine point of origin and most likely cause of incident of the emergency 2.6. Determine risk factors affecting the emergency 2.7. Identify and analyse a range of other possible causes 2.8. Identify and utilise support services to investigate the incident scene 2.9. Process, record and communicate information/evidence/ exhibits, forms and documents to appropriate personnel following enterprise policies and procedures.
3. Make suggestions to	3.1. Identify and assess tactical factors and resulting priorities

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ELEMENT	PERFORMANCE CRITERIA
improve handling of emergency situation	occurring during the emergency 3.2. Formulate appropriate suggestions to improve handling of similar emergency situation based upon information available 3.3. Identify obvious problems in related plant area and make an appropriate contribution to their solution.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This describes the essential skills and knowledge and their level, required for this unit.

Required skills

Competence includes the ability to apply and describe or explain:

- factors affecting fire behaviour
- characteristics of fire and fuel types
- security of an incident scene
- examination of an incident scene
- collection of physical evidence
- workplace documentation and recording systems
- use of personal protective equipment
- liaison techniques with third parties
- workplace procedures and work instructions
- company policies regarding health and safety and environment
- hazard identification, assessment and control of risk
- basic risk assessment of workplace jobs/tasks
- environmental impacts likely to arise from activities
- measures for eliminating and/or reducing impacts on the environment.

Required knowledge

Knowledge and underpinning skills are required in:

- communication (listening, questioning) and negotiation in questioning witnesses
- analytical and decision making skills
- problem solving skills in responding to a range of emergency situations
- exhibit handling and preserving continuity of evidence
- witness management, in particular demonstration of ethical behaviour and cultural awareness.

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REQUIRED SKILLS AND KNOWLEDGE
Knowledge and understanding of the investigation of incidents sufficient to recognise and assess causes of emergency situations and then to determine improvements to the actual response within the scope and level of the IR responsibilities and competencies. A demonstrated working knowledge and application of the company-specific work organisations and workflow would be highly regarded. An ability to coordinate own work and the work of other team members is also regarded as a component of this unit of competency.

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.

Overview of assessment	Assessment of this unit should include demonstrated competence on actual plant and equipment in a work environment. The unit will be assessed in as holistic a manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations which will include disruptions to normal, smooth operation. Simulation may be required to allow for assessment of parts of this unit. Simulation should be based on the actual plant and will include walk-throughs of the relevant competency components. Simulations may also include the use of case studies/scenarios and role plays. This unit of competency requires a significant body of knowledge which will be assessed through questioning and the use of what-if scenarios both on the plant (during demonstration of normal operations and walk throughs of abnormal operations) and off the plant.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Competence must be demonstrated in the ability to recognise and analyse potential situations requiring action and then in implementing appropriate corrective action within the scope and level of their

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EVIDENCE GUIDE	
	responsibilities and competencies. Consistent performance should be demonstrated. In particular look to see that wherever possible: • the scene is secure and evidence is preserved • evidence is collected in accordance with legislative requirements • point of origin and most likely cause of incident is determined • a range of other possible causes can be identified and analysed • obvious problems in related plant areas are recognised and an appropriate contribution made to their solution • emergency reporting procedures are understood and followed. These aspects may be best assessed using a range of scenarios/case studies/what-ifs as the stimulus with a walk-through forming part of the response. These assessment activities should include a range of problems, including new, unusual and extreme situations which may have been generated from the past incident history of the plant, incidents on similar plants around the world, hazard analysis activities (eg HAZOP) and similar sources.
Context of and specific resources for assessment	Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios/case studies/what-ifs will be required as will a bank of questions which will be used to probe the reasoning behind the observable actions.
Method of assessment	In all plants it may be appropriate to assess this unit concurrently with relevant teamwork and communication units.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

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Range Statement

RANGE STATEMENT	
The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the Performance Criteria, is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs if the candidate, accessibility of the item, and local industry and regional contexts.	
Codes of practice/ standards	Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.
Context	Job safety and environment analysis will be conducted in accordance with required company procedures and policies. This competency covers process manufacturing plants which may involve workplace hazards such as: • chemicals and hazardous materials • gases and liquids under pressure • moving machinery • materials handling • working at heights, in restricted or confined spaces, or environments subjected to heat, noise, dusts or vapours.
Incidents/emergencies	Incidents/emergencies may include, but are not limited to: • accidents • fire • chemical or oil spills • gas leak or vapour emission • utilities failure • bomb scares • OHS incidents • environmental incidents.
Enterprise policies and procedures	Enterprise policies and procedures include those which directly or indirectly cover emergency situations, such as: • emergency, fire and accident procedures • hazard policies and procedures • standard operating procedures (SOPs) • safety procedures • work instructions • personal protective clothing and equipment procedures.
Evidence gained	Evidence gained as a result of investigations may include: • video tapes

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RANGE STATEMENT	
	• audio tapes • drawings • photographs • plans • manifests • relevant documents • personal notes • physical evidence/materials • debris • soil.
Support services	Support services may include incident scene specialists: • pathologists • forensic investigators • coroner • government medical officers • interpreters • technical services • legal officers • undertakers • forensic accountants • information technology consultants • document examiners • handwriting experts • financial organisations • external law enforcement agencies.
Interview strategies	Interview strategies may vary but require consideration of: • location • timing • method (direct questioning, empathetic questioning) • strategies for developing rapport • who is being interviewed • exclusion of leading questions • avoidance of cross-examination.
Legal and policy requirements	Legal and policy requirements differ according to the status of the person being interviewed. Such requirements may include: • the presence of a solicitor, independent person, family member or interpreter • special consideration that applies disabled, child, parent, age, gender, ethnicity and race.

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RANGE STATEMENT	
Post investigation documentation	Post investigation documentation may include: • statements • proformas • photographs • tape recordings.

Designated personnel	Designated personnel for incident investigation referrals may include:
	• employer
	• personnel directly involved in responding to the incident, including:
	  • first response personnel
	  • emergency response team members
	  • emergency team leader(s)
	  • First Aid officers
	• other personnel with emergency team leader responsibilities.

Health, safety and environment (HSE)	All operations to which this unit applies are subject to stringent health, safety and environment requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between Performance Criteria and HSE requirements, the HSE requirements take precedence.

Unit Sector(s)

Unit sector	Support/generic

Competency field

Competency field	

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Co-requisite units

Co-requisite units	

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PMAOPS101C Read dials and indicators

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This competency covers making (or taking) readings/measurements in a variety of sites and locations, using common types of plant instrumentation. It also covers recording measurement results in a prescribed format, according to procedures and with the appropriate level of detail included in all reports.

Application of the Unit

Application of the unit	In a typical scenario an operator patrols the plant taking a range of readings to complete logs and check on the operation of the plant. The operator needs to interpret the display on the instrument and record the appropriate reading. As part of this process, they check that the instrument is within calibration (where appropriate) and make a judgement as to whether the reading is 'reasonable' or whether some action needs to be taken.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to controlling hazards in work area.	1.1. Identify hazards in work area 1.2. Take appropriate action to control risks according to procedures.
2. Identify appropriate measuring device readings.	2.1. Explain the need for calibration and where appropriate, confirm the calibration of the measuring device 2.2. Select appropriate units on the measuring device 2.3. Select appropriate scale(s) on the measuring device.
3. Perform measurements.	3.1. Identify the range of results that could be obtained 3.2. Identify and take account of relevant external factors 3.3. Perform measurements using appropriate techniques 3.4. Identify measurements outside the range of expected results 3.5. Take action on measurements outside expected range according to procedures.
4. Record results	4.1. Record readings accurately in the appropriate format 4.2. Record the results to the appropriate level of detail.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This describes the essential skills and knowledge and their level, required for this unit.
Required skills
• efficient and effective operation of plant/equipment

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REQUIRED SKILLS AND KNOWLEDGE
• hazard analysis • completing plant records • communication • problem solving.
Required knowledge
• basic units of measurement • measuring devices, including gauges, dip-sticks, thermometers and the like • graphs and scales • workplace Standard Operating Procedures (SOPs) related to this competency • typical problems with measuring equipment applicable to this competency • procedures for reporting or dealing with typical equipment problems and threats to safety.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment of this unit should include demonstrated competence on actual plant and equipment in a work environment. The unit will be assessed in as holistic a manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations which will include disruptions to normal, smooth operation. Simulation may be required to allow for assessment of parts of this unit. Simulation should be based on the actual plant and will include walk-throughs of the relevant competency components. Simulations may also include the use of case studies/scenarios and role plays.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Competence must be demonstrated in the ability to recognise situations requiring action and then in implementing appropriate corrective action. While it is not expected that the operator will understand the full implications of readings outside the normal range, there should be awareness of the safety implications

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EVIDENCE GUIDE	
	and the appropriate priority for response for such readings. Consistent performance should be demonstrated. In particular look to see that: • readings which are out of range or unusual/unexpected signs of problems or potential problems with the equipment/processes are recognised • appropriate action is taken in a timely manner • hazards are recognised and appropriate action is taken to control risks arising from such hazards. These aspects may be best assessed using a range of scenarios/case studies/what-ifs as the stimulus, with a walk-through forming part of the response. The assessment activities should include responding to a range of problems.
Context of and specific resources for assessment	Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios/case studies/what-ifs will be required as will a bank of questions which will be used to probe the reasoning behind the observable actions.
Method of assessment	In all plants it may be appropriate to assess this unit concurrently with relevant teamwork and communication units. It may be appropriate to assess this unit concurrently with units related to HSE.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Range Statement

RANGE STATEMENT
The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in

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RANGE STATEMENT	
the Performance Criteria, is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs if the candidate, accessibility of the item, and local industry and regional contexts.	
Codes of practice/ standards	Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.
Context	This unit applies to reading process instrumentation in any plant or related situation. Readings may need to be made at heights, in wet or restricted conditions, or close to hot or moving equipment.

Dials and indicators	Typical dials and indicators include (select relevant items):
	• analogue dials, such as:
	  • pressure gauge
	  • rev counter
	  • temperature dial
	• digital readouts, such as:
	  • pH meter
	  • temperature probe
	  • ammeter
	  • flow meter
	  • weigh scales.

Calibration checks	Calibration checks could include: • checking the date that the next calibration is required, eg weigh scale, pressure gauge • using a calibration button on the instrument, eg zero button on an ammeter, calibration button on an electronic meter.
Appropriate action	Appropriate action includes: • determining problems needing action • determining possible fault causes • rectifying problem using appropriate solution within area of responsibility • following through items initiated until final resolution has occurred • reporting problems outside area of responsibility to designated person.
Health, **safety and environment** (**HSE**)	All operations to which this unit applies are subject to stringent health, safety and environment requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between Performance Criteria

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RANGE STATEMENT	
	and HSE requirements, the HSE requirements take precedence.

Unit Sector(s)

Unit sector	Operational/technical

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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PMAOPS105C Select and prepare materials

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This competency covers the selection and preparation of materials for use in production processes. The focus of this unit is finding and delivering the right materials to the process in the right condition. Along the way, some minor preparation may be required.

Application of the Unit

Application of the unit	A typical application of this competency could be an operator preparing a range of chemicals or other substances for use in a batch process. The operator would visually inspect each item for deterioration or damage, and follow procedures to prepare materials. Once prepared, the operator would then assemble the materials for supply to production areas. This unit only covers those situations where mixing, grinding, testing, etc, are an incidental part of the process of preparing materials for use in production. It does not cover those situations where the primary function is mixing, grinding, testing, etc. Instead see: • *PMAOPS202A Operate fluid mixing equipment* • *PMCOPS203A Operate grinding equipment* The operator requires a knowledge of classes of compatible and incompatible chemicals, as well as an understanding of HAZCHEM symbols and codes, and hazardous substances regulations. This includes the procedures for safe handling and storage of chemicals and hazardous substances. The operator also needs to be able to follow procedures for disposal of chemicals and other hazardous substances, and for dealing with spills or other containment issues.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and locate materials.	1.1. Identify material requirements correctly from documentation 1.2. Identify type, quantity and quality of materials 1.3. Identify material hazards and handling procedures 1.4. Locate and check materials to procedures 1.5. Confirm availability of required quantity of materials 1.6. Record and report material shortages.
2. Contribute to controlling hazards.	2.1. Identify other hazards in work area 2.2. Take action to control material hazards as per documentation 2.3. Take appropriate action to control other hazards in the workplace.
3. Measure quantity of materials	3.1. Identify types of measuring equipment and their purpose, and select according to requirements 3.2. Measure and assemble required quantities 3.3. Check material quantities against documentation 3.4. Document and label materials

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ELEMENT	PERFORMANCE CRITERIA
	3.5. Deliver materials to correct location.
4. Prepare materials as required.	4.1. Check that hoppers, bins and holding tanks are free from contamination 4.2. Identify classes of compatible and incompatible chemicals 4.3. Prepare materials to procedures.
5. Store assembled materials.	5.1. Identify the storage conditions required for the main classes of chemicals 5.2. Identify materials that have special storage requirements 5.3. Store and supply materials.
6. Dispose of waste materials.	6.1. Correctly identify waste materials 6.2. Dispose of materials to procedures and OHS and environmental requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This describes the essential skills and knowledge and their level, required for this unit.
Required skills
• efficient and effective operation of plant/equipment • hazard analysis • completing plant records • communication • problem solving.
Required knowledge
• classes of compatible and incompatible chemicals • types of materials in plant and their storage requirements • other special storage requirements • basic measurement procedures • routes of entry of chemicals to the body (basic only) • procedures for safe handling and storage of chemicals and hazardous substances • correct selection, use and maintenance of required PPE • labeling requirements (dangerous goods codes, classification numbers, packaging group numbers) • HAZCHEM symbols and codes • hazardous substances regulations

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REQUIRED SKILLS AND KNOWLEDGE
• spill containment and disposal procedures • workplace Standard Operating Procedures (SOPs) related to this competency • environmental requirements related to waste disposal • workplace processes sufficient to recognise non-standard situations • workplace hazards and methods of controlling hazards according to procedures • procedures for reporting or dealing with non-standard or hazardous situations • materials safety data sheets (MSDSs).

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment of this unit should include demonstrated competence on actual plant and equipment in a work environment. The unit will be assessed in as holistic a manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations which could include disruptions to normal, smooth operation.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Consistent performance should be demonstrated. In particular look to see that: • all operations are performed to procedures and OHS and environmental requirements • signs of problems or potential problems with the equipment/processes are recognised • appropriate action is taken in a timely manner • hazards are recognised and appropriate action is taken to control risks arising from such hazards. These aspects may be best assessed using a range of scenarios/case studies/what-ifs as the stimulus, with a walk-through forming part of the response. The assessment activities should include responding to a range of problems.
Context of and specific resources	Assessment will require access to an operating plant over an extended period of time, or a suitable method

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EVIDENCE GUIDE	
for assessment	of gathering evidence of operating ability over a range of situations. A bank of scenarios/case studies/what-ifs will be required as will a bank of questions which will be used to probe the reasoning behind the observable actions.
Method of assessment	In all plants it may be appropriate to assess this unit concurrently with relevant teamwork and communication units. It may be appropriate to assess this unit concurrently with HSE units.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Range Statement

RANGE STATEMENT	
The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the Performance Criteria, is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs if the candidate, accessibility of the item, and local industry and regional contexts.	
Codes of practice/ standards	Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.
Tasks	This competency is typically performed by operators, weighers, mixers or stores personnel, and includes the following tasks (select relevant items): • handling raw chemicals • storing raw chemicals • pre-production assembling and labelling of materials • pre-production inspection of materials, usually involving visual inspections only for identification of deterioration or damage • pre-production measuring of materials, by weight, volume or density • disposal of waste materials • identifying and reporting hazards, safety and other issues that could

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RANGE STATEMENT	
	affect the operation of the plant.
Materials preparation	Typical examples of preparation required might include (select relevant items): • warming to melt waxy materials • breaking up solid materials into pieces or smaller lumps • passing materials through an in-line delumper • blending a powder or liquid into a solution prior to use in the process • blending powders prior to production • dilution of solutions • preparation of a solution for dosing into a process.
Equipment	Equipment may include: • buckets • stirring paddle • propeller or drum mixers • delumpers • hammers or axes • measuring equipment including scales, flow meters and graduated vessels • personal protective equipment
Documentation	Documentation may include: • materials safety data sheets (MSDSs) • enterprise procedures • labelling requirements (dangerous goods codes, classification numbers, packaging group numbers) • HAZCHEM symbols and codes • spill containment and disposal procedures.
Materials	Materials may include: • raw materials • packaging materials • consumables.
Problems	• Typical problems are restricted to responding in a routine, predetermined manner as specified in the procedures. • All operations are performed to procedures.
Procedures	Procedures may be written, verbal, computer-based or in some other form. They include: • all work instructions

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RANGE STATEMENT	
	• standard operating procedures • formulas/recipes • batch sheets • temporary instructions • any similar instructions provided for the smooth running of the plant. For the purposes of this Training Package, 'procedures' also includes good operating practice as may be defined by industry codes of practice (eg Responsible Care) and government regulations.
MSDS	An operator is expected to be aware of an MSDS, its general structure and where to find the methods of use, cautions and actions in an emergency. They are not expected to understand the full text of an MSDS.
Material hazards and handling procedures	Material hazards and handling procedures may be identified from label • HAZCHEM symbol • MSDS • other relevant source.
Health, **safety and environment** (**HSE**)	All operations to which this unit applies are subject to stringent health, safety and environment requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between Performance Criteria and HSE requirements, the HSE requirements take precedence.

Unit Sector(s)

Unit sector	Operational/technical

Competency field

Competency field	

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Co-requisite units

Co-requisite units	

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PMAOPS201B Operate fluid flow equipment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This competency covers the operation of the range of pumps and valves typically encountered in the fluid flow system of a processing plant. It includes identifying, operating, monitoring and troubleshooting these items.

Application of the Unit

Application of the unit	In a typical scenario, an operator uses a number of general purpose pumps, piping and valves to move liquids from a storage tank area into the processing plant and products to the finished goods tanks. The operator utilises in-line mixers, strainers and filters, valves, controls and meters to complete this work. The operator would: • identify and report operational problems • be aware of and contribute to a safe working environment • contribute to the safe and productive operation of the equipment • operate, monitor and maintain equipment using relevant procedures. Generally the operator would be part of a team during start up and shut down procedures and would be expected to be capable of demonstrating competence in all parts of this unit. At all times they would be liaising and cooperating with other members of the team. This unit does not require the operation of a central control panel. This competency covers all general duty pumps, their associated drivers (motors) and valves. It does not cover special duty pumps (eg hydrocarbon transmission pumps), drivers which incorporate ancillaries and valves which are used for high pressure/flow situations (see *PMAOPS221 Operate and monitor prime movers, PMAOPS222B Operate and monitor pumping systems and equipment* and *PMAOPS223B Operate and monitor valve systems*). Competence in this unit (*PMAOPS20B1 Operate fluid flow equipment*) would preclude counting *PMAOPS223B Operate and monitor valve systems* towards a qualification.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for work.	1.1. Identify work requirements 1.2. Identify and control hazards 1.3. Coordinate with appropriate personnel
2. Operate pumps.	2.1. Identify the type of pump 2.2. Start up and shut down pump as required 2.3. Adjust flow and head/pressure as appropriate to type of pump 2.4. Complete routine checks and reports taking action as required 2.5. Change over pumps as required.
3. Operate pump drivers.	3.1. Monitor critical variables such as amps, temperature and vibration

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ELEMENT	PERFORMANCE CRITERIA
	3.2. Keep critical variables in range 3.3. Recognise trends/patterns which indicate a potential or actual problem with the pump driver 3.4. Take action to ensure driver as required.
4. Operate valves.	4.1. Identify the type of valve 4.2. Operate valve in a manner appropriate to the valve type 4.3. Complete routine checks and reports, taking action as required.
5. Respond to fluid system problems.	5.1. Monitor fluid flow system frequently and critically throughout shift using measured/indicated data and senses (sight, hearing, etc) as appropriate 5.2. Recognise issues requiring action 5.3. Take appropriate action.
6. Isolate and de-isolate pump.	6.1. Isolate equipment 6.2. Make safe for required work 6.3. Check plant is ready to be returned to service 6.4. Prepare plant for return to service .

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This describes the essential skills and knowledge and their level, required for this unit.
Required skills
• efficient and effective operation of plant/equipment • hazard analysis • completing plant records • communication • problem solving.
Required knowledge
Competence includes an understanding of the fluid flow system and its integral equipment to a level needed to control the system, and recognise and resolve operational problems. In particular it includes a knowledge of: • principles of operation of plant/equipment • physics and chemistry relevant to the process unit • process parameters and limits eg temperature, pressure, flow, pH

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REQUIRED SKILLS AND KNOWLEDGE
• duty of care obligations • hierarchy of control • communication protocols eg radio, phone, computer, paper, permissions/authorities • routine problems, faults and their resolution • relevant alarms and actions • plant process idiosyncrasies • all items on a schematic of the fluid flow system and the function of each • correct methods of starting, stopping, operating and controlling flow • causes of head loss in piping systems (including comparison of fittings using Le/d concept, fluid and pipe material properties, flow geometry, etc) • corrective action appropriate to the problem cause • function and troubleshooting of major internal components and their problems (such as impellors, seals or bearings) • types and causes of fluid flow problems within operator's scope of skill level and responsibility.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment of this unit should include demonstrated competence on actual plant and equipment in a work environment. The unit will be assessed in as holistic a manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations which will include disruptions to normal, smooth operation. Simulation may be required to allow for assessment of parts of this unit. Simulation should be based on the actual plant and will include walk-throughs of the relevant competency components. Simulations may also include the use of case studies/scenarios and role plays. This unit of competency requires a significant body of knowledge which will be assessed through questioning and the use of what-if scenarios both on the plant

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EVIDENCE GUIDE	
	(during demonstration of normal operations and walk throughs of abnormal operations) and off the plant.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Competence must be demonstrated in the ability to recognise and analyse potential situations requiring action and then in implementing appropriate corrective action. The emphasis should be on the ability to stay out of trouble rather than on recovery from a disaster. Consistent performance should be demonstrated. In particular look to see that: • early warning signs of equipment/processes needing attention or with potential problems are recognised • the range of possible causes can be identified and analysed and the most likely cause determined • appropriate action is taken to ensure a timely return to full performance • obvious problems in related plant areas are recognised and an appropriate contribution made to their solution. These aspects may be best assessed using a range of scenarios/case studies/what-ifs as the stimulus with a walk through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations which may have been generated from the past incident history of the plant, incidents on similar plants around the world, hazard analysis activities and similar sources.
Context of and specific resources for assessment	Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios/case studies/what-ifs will be required as will a bank of questions which will be used to probe the reasoning behind the observable actions.
Method of assessment	In all plants it may be appropriate to assess this unit concurrently with relevant teamwork and communication units. Consider co-assessment with units covering: • measurements and readings • housekeeping • communication.

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	In a major hazard facility, it may be appropriate to assess this unit concurrently with: • *MSAPMOHS200A Work safely*. The assessment should cover at least one type of centrifugal pump and one type of positive displacement pump, as well as at least two different types of valves for the operator to be regarded as competent.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Range Statement

RANGE STATEMENT	
The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the Performance Criteria, is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs if the candidate, accessibility of the item, and local industry and regional contexts.	
Codes of practice/ standards	Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.
Context	This competency is typically performed by all operators. It includes items of equipment such as: • pumps, including various types of centrifugal, positive displacement, acid egg • valves, such as globe, needle, gate, butterfly, plug cock, wedge plug, ball cock, non-return, diaphragm, pneumatic globe, pneumatic butterfly • piping systems and components, including bends and elbows, tee pieces, expansion mechanisms, pipe joints, reducers, nipples, orifices, in-line mixers, filters and strainers, flexible hoses and couplings • shaft seals, such as stuffing boxes, mechanical seals, fluid seals, labyrinth seals. The effect of pipe fittings on pump performance and problems/problem analysis is also included.

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RANGE STATEMENT	
	All operations are performed to procedures.
Problems	Typical problems include: • cavitation • seal leaks • head loss/low flow • bearing problems.
Appropriate action	Appropriate action includes: • determining problems needing action • determining possible fault causes • rectifying problem using appropriate solution within area of responsibility • following through items initiated until final resolution has occurred • reporting problems outside area of responsibility to designated person.
Procedures	Procedures may be written, verbal, computer-based or in some other form. They include: • all work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions • any similar instructions provided for the smooth running of the plant. For the purposes of this Training Package, 'procedures' also includes good operating practice as may be defined by industry codes of practice (eg Responsible Care) and government regulations.
Start up shut down as required	Start up shut down as required includes: • start up and shut down to/from normal operating conditions • start up and shut down to/from isolated, cold, empty • all other conditions experienced on the plant. • ie from any condition to any condition experienced on the plant.
Health, **safety and environment** (**HSE**)	All operations to which this unit applies are subject to stringent health, safety and environment requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between Performance Criteria and HSE requirements, the HSE requirements take precedence.

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Unit Sector(s)

Unit sector	Operational/technical

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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PMAOPS204B Use utilities and services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the use of a range of utilities and services in the plant. It includes the selection of the appropriate utility/service from those provided to the plant and recognizing and responding to operational problems as required.

Application of the Unit

Application of the unit	In a typical scenario an operator will be able to identify and select utilities and services used on a day to day basis. These will be provided to a process plant and will consist of instrument and plant air, nitrogen, plant water, steam, flushing oil and other utilities/ services required for a particular process. The operator uses these utilities/services as required. The correct use and application of these substances is essential to plant and operator safety and the continued performance of the process. Generally the operations technician would be part of a team during start-up and shutdown procedures and may be expected to be capable of performing all parts of this unit, but only for those utilities/services required by their plant. At all times they would be liaising and cooperating with other members of the team. This unit does not cover the provision or generation of utilities or services which are covered by: • *PMAOPS224B Provide fluids for utilities and support*, ***OR*** • *UTPNEG162A Operate and monitor boiler steam/water cycle*.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for work.	1.1. Identify work requirements 1.2. Identify and control hazards 1.3. Coordinate with appropriate personnel
2. Select and use utilities and services.	2.1. Identify utilities and services available in the plant 2.2. Identify key properties, applications and limitations of each utility and service 2.3. Select appropriate utility/service for the required duty 2.4. Use selected utility/service to procedures.
3. Respond to problems.	3.1. Monitor use of utility/service frequently and critically throughout shift using measured/indicated data and senses (sight, hearing, etc) as appropriate. 3.2. Recognise operational problems 3.3. Analyse cause of operational problems within scope of skill level 3.4. Take timely and appropriate action to solve operational problems.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills

- efficient and effective operation of plant/equipment
- hazard analysis
- completing plant records
- communication
- problem solving.

Ability to isolate the causes of problems to an item of equipment within the production system and to distinguish between causes of problems/alarm/fault indications such as:

- instrument failure/malfunction
- electrical failure/malfunction
- mechanical failure/malfunction
- variations in product parameters (temperature, flows, pressure and levels).

Required knowledge

Understanding of service utilities which form part of the utilities system. In particular it includes a knowledge of:

- names and functions of all items on a schematic of the utilities system
- differences in use and methods between each service and utility
- hazards in operation of services
- differences between grades/types of services, eg grades of steam, air and nitrogen
- physics and chemistry relevant to the utility and its use
- process parameters and limits, eg temperature, pressure, flow, pH
- duty of care obligations
- hierarchy of control
- communication protocols, eg radio, phone, computer, paper, permissions/authorities
- routine problems, faults and their resolution
- relevant alarms and actions
- plant process idiosyncrasies
- all items on a schematic of the plant item and the function of each
- correct methods of starting, stopping, operating and controlling utility
- corrective action appropriate to the problem cause
- function and troubleshooting of major components and their problems, such as steam traps, lubricators, moisture pots
- types and causes of futility problems within operator's scope of skill level and responsibility.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment of this unit should include demonstrated competence on actual plant and equipment in a work environment. The unit will be assessed in as holistic a manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for assessment of parts of this unit. Simulation should be based on the actual plant and will include walk-throughs of the relevant competency components. Simulations may also include the use of case studies/scenarios, role plays and 3D virtual reality interactive systems. In the case of evacuation training or training for competencies practised in life-threatening situations, simulation may be used for the bulk of the training. This unit of competency requires an application of the knowledge contained in the use of the equipment, to the level needed to maintain control and recognise and resolve problems. This can be assessed through questioning and the use of what-if scenarios both on the plant (during demonstration of normal operations and walk throughs of abnormal operations) and off the plant.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Competence must be demonstrated in the ability to recognise and analyse potential situations requiring action and then in implementing appropriate corrective action. The emphasis should be on the ability to stay out of trouble rather than on recovery from a disaster. Consistent performance should be demonstrated. In particular look to see that: • early warning signs of equipment/processes needing attention or with potential problems are recognised • the range of possible causes can be identified and

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EVIDENCE GUIDE	
	analysed and the most likely cause determined • appropriate action is taken to ensure a timely return to full performance • obvious problems in related plant areas are recognised and an appropriate contribution made to their solution. These aspects may be best assessed using a range of scenarios/case studies/what-ifs as the stimulus with a walk-through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations which may have been generated from the past incident history of the plant, incidents on similar plants around the world, hazard analysis activities and similar sources.
Context of and specific resources for assessment	Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios/case studies/what-ifs will be required as will a bank of questions which will be used to probe the reasoning behind the observable actions.
Method of assessment	In all plants it may be appropriate to assess this unit concurrently with relevant teamwork and communication units. In a major hazard facility, it may be appropriate to assess this unit concurrently with: • *MSAPMOHS200A Work safely*.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the communication ability, language and literacy capacity of the assessee and the work being performed.

Range Statement

RANGE STATEMENT
The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in

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RANGE STATEMENT	
the Performance Criteria, is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs if the candidate, accessibility of the item, and local industry and regional contexts.	
Codes of practice/ standards	Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.
Service utilities	This unit of competency includes all service utilities which form part of the utility system. For your plant this may include (select relevant items): • steam - saturated, superheated • air - process, instrument, breathable • water - cooling, boiler feed, plant, waste • inert atmosphere - nitrogen, carbon dioxide • flushing oil.
Problems	Typical problems for your plant may include: • non-supply of products and elements • variation in product and element feed rates • variations in temperature, pressure and flow • blockages or leakage.
Appropriate action	Appropriate action includes: • determining problems needing action • determining possible fault causes • rectifying problem using appropriate solution within area of responsibility • following through items initiated until final resolution has occurred • reporting problems outside area of responsibility to designated person.
Procedures	Procedures may be written, verbal, computer-based or in some other form. They include: • all work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions • any similar instructions provided for the smooth running of the plant. For the purposes of this Training Package, 'procedures' also includes good operating practice as may be defined by industry codes of practice (eg Responsible Care) and government regulations.
Health, **safety**	All operations to which this unit applies are subject to stringent health,

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RANGE STATEMENT	
and environment (**HSE**)	safety and environment requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between Performance Criteria and HSE requirements, the HSE requirements take precedence.

Unit Sector(s)

Unit sector	Operational/technical

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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PMAOPS205B Operate heat exchangers

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This competency is typically performed by an operator and covers the operation of heat exchangers, including heat exchangers that form part of a heating, cooling or refrigeration system, and solving of heat exchanger problems.

Application of the Unit

Application of the unit	In this competency, an operator would typically start up and shut down heat exchangers in accordance with procedures, and make adjustments to flow rate, temperature and pressure, depending on the type of heat exchanger. Generally the operator would be part of a team during start up and shut down procedures and would be expected to be capable of demonstrating competence in all parts of this unit. At all times they would be liaising and cooperating with other members of the team. This competency does not cover super heaters or waste heat boilers, which are treated as part of steam generating equipment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for work.	1.1. Identify work requirements 1.2. Identify and control hazards 1.3. Coordinate with appropriate personnel
2. Operate heat exchangers.	2.1. Identify the type of heat exchanger 2.2. Start up and shut down heat exchanger according to the heat exchanger type and duty 2.3. Adjust flow rates, temperatures and pressure as appropriate to type of heat exchanger 2.4. Complete routine checks, logs and paperwork, taking action on unexpected readings and trends.
3. Isolate and de-isolate plant.	3.1. Isolate plant 3.2. Make safe for required work 3.3. Check plant is ready to be returned to service 3.4. Prepare plant for return to service.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This describes the essential skills and knowledge and their level, required for this unit.
Required skills
• efficient and effective operation of plant/equipment • hazard analysis • completing plant records

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REQUIRED SKILLS AND KNOWLEDGE

- communication
- problem solving.

Operation of heat exchanger and the ability to recognise and resolve operational problems. This could include any of the following remedial actions:

- making adjustments
- carrying out minor maintenance
- identifying and reporting problems outside operator's scope of responsibility
- identifying and controlling hazards related to heat exchangers and their integral equipment, including pressure vessels.

Required knowledge

Comprehensive understanding of heat exchanger principles to a level needed to control the operation. In particular, the operator needs to understand the factors affecting efficient operation of a heat exchanger in order to make appropriate adjustments or recognise when maintenance is required. These also includes a knowledge of:

- all items on a schematic of the heat exchanger system and the function of each
- principles of operation of heat exchangers
- correct methods of starting, operating and shutting down heat exchangers
- issues related to pressure vessels (regulations, requirements)
- physics and chemistry relevant to the process unit
- process parameters and limits, eg temperature, pressure, flow, pH
- duty of care obligations
- hierarchy of control
- communication protocols, eg radio, phone, computer, paper, permissions/authorities
- routine problems, faults and their resolution
- relevant alarms and actions
- plant process idiosyncrasies
- causes of head loss and change in heat transfer coefficient/rates
- corrective action appropriate to the problem cause
- function and troubleshooting of major internal components and their problems, such as tubes and baffles.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.

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EVIDENCE GUIDE	
Overview of assessment	Assessment of this unit should include demonstrated competence on actual plant and equipment in a work environment. The unit will be assessed in as holistic a manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations which will include disruptions to normal, smooth operation. Simulation may be required to allow for assessment of parts of this unit. Simulation should be based on the actual plant and will include walk-throughs of the relevant competency components. Simulations may also include the use of case studies/scenarios and role plays. This unit of competency requires a significant body of knowledge which will be assessed through questioning and the use of what-if scenarios both on the plant (during demonstration of normal operations and walk-throughs of abnormal operations) and off the plant.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Competence must be demonstrated in the ability to recognise and analyse potential situations requiring action and then in implementing appropriate corrective action. The emphasis should be on the ability to stay out of trouble rather than on recovery from a disaster. Consistent performance should be demonstrated. In particular look to see that: • early warning signs of equipment/processes needing attention or with potential problems are recognised • the range of possible causes can be identified and analysed and the most likely cause determined • appropriate action is taken to ensure a timely return to full performance • obvious problems in related plant areas are recognised and an appropriate contribution made to their solution. These aspects may be best assessed using a range of scenarios/case studies/what-ifs as the stimulus with a walk-through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations which may have been generated from the past incident history of the plant, incidents on similar plants around the world, hazard analysis activities and similar sources.
Context of and specific resources for assessment	Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of

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EVIDENCE GUIDE	
	scenarios/case studies/what-ifs will be required as will a bank of questions which will be used to probe the reasoning behind the observable actions.
Method of assessment	In all plants it may be appropriate to assess this unit concurrently with relevant teamwork and communication units. For many plants, it might be appropriate for this unit to be assessed with units covering: • fluid flow • utilities and services • communication. In a major hazard facility, it may be appropriate to assess this unit concurrently with: • *MSAPMOHS200A Work safely*.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Range Statement

RANGE STATEMENT	
The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the Performance Criteria, is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs if the candidate, accessibility of the item, and local industry and regional contexts.	
Codes of practice/ standards	Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.
Context	This competency includes all types of heat exchangers such as: • plate • Utube • spiral • bayonet • air cooled fin • shell and tube (all variants of design) • scraped surface

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RANGE STATEMENT	
	• vessel jackets/coils. This competency does not cover super heaters or waste heat boilers, as these are treated as part of steam generating equipment.
Heat exchanger duties	Heat exchanger duties include: • heating • cooling • cryogenic • reboilers • condensers • gas dryers • gas coolers • refrigeration (evaporators/condensers).
Problems	Typical problems include: • damage to heat exchanger due to overheating and/or under/over pressurising • factors that affect heat exchanger efficiency (scale build-up, fouling, internal leakage, air lock, turbulence, corrosion) • leakage or gasket problems • recognising when maintenance is required.
Start up shut down as required	Start up shut down as required includes: • start up and shut down to/from normal operating conditions • start up and shut down to/from isolated, cold, empty • all other conditions experienced on the plant. ie from any condition to any condition experienced on the plant.
Appropriate action	Appropriate action includes: • determining problems needing action • determining possible fault causes • rectifying problem using appropriate solution within area of responsibility • following through items initiated until final resolution has occurred • reporting problems outside area of responsibility to designated person.
Procedures	Procedures may be written, verbal, computer-based or in some other form. They include: • all work instructions • standard operating procedures • formulas/recipes

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RANGE STATEMENT	
	• batch sheets • temporary instructions • any similar instructions provided for the smooth running of the plant. For the purposes of this Training Package, 'procedures' also includes good operating practice as may be defined by industry codes of practice (eg Responsible Care) and government regulations.
Health, **safety and environment** (**HSE**)	All operations to which this unit applies are subject to stringent health, safety and environment requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between Performance Criteria and HSE requirements, the HSE requirements take precedence.

Unit Sector(s)

Unit sector	Operational/technical

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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PMAOPS216B Operate local control system

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the operation of a local control panel. These controllers use simple control algorithms and only a limited number of control loops. Typically it will be located on the plant, but may also be located off plant and include simple panels in a control room which are not part of the main control panel.

Application of the Unit

Application of the unit	In a typical scenario, the operator will use the local control panel to monitor and control process variables such as temperature or pressure and the operation of valves and pumps to add raw materials, additives, and discharge product. Routine start up and shut down of the equipment using the local control system is expected, as is emergency response and shut down. This includes but is not restricted to PLC control. This includes an understanding of the process and all OHS requirements including emergency situations. The unit does not apply to operating a control panel for an integrated plant, where the control is from a separate control room or control system, which is covered by PMAOPS305B Operate process control systems. The plant technician would: • be aware of and contribute to a safe working environment • identify and report operational problems to their supervisor / control room operator • execute all routine activities, including process monitoring, start up, shut down and adjustments, in accordance with position description. Generally the operator would operate independently in the plant. The operator would be expected to be capable of performing all parts of this unit. At all times they would be liaising and cooperating with other members of the team.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for work	1.1. Identify work requirements 1.2. Identify and control hazards 1.3. Coordinate with appropriate personnel
2. Interface with the control panel	2.1. Monitor the process using the operator interfaces and keep appropriate personnel informed on developments 2.2. Select appropriate controller modes to ensure the effective control of the process 2.3. Undertake required set point/output changes to optimise plant and process requirements 2.4. Access historical data and information 2.5. Acknowledge messages and alarms.
3. Control the process using the local control system	3.1. Obtain relevant data and information from the control system by applying systems knowledge

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ELEMENT	PERFORMANCE CRITERIA
	3.2. Identify the status of individual pieces of equipment from the control panel and use information to identify potential faults 3.3. Interpret alarms and prioritise steps to ensure control of system is maintained 3.4. Minimise fluctuations and variations in process through the interpretation of existing trends and control schematics 3.5. Make required set point/output changes to meet plant and process requirements 3.6. Take other appropriate action as required 3.7. Record process variations/irregularities in accordance with procedures.
4. Facilitate planned and unplanned process start-ups and shutdowns	4.1. Respond to all alarms and take appropriate action 4.2. Maintain coordination with all outside services and operations in order to assist in the correct identification and reporting of faults 4.3. Conduct planned start-up and shutdown processes to procedures 4.4. Conduct unplanned start-up and shutdown processes to procedures 4.5. Communicate with all operational areas and personnel affected by unplanned events to ensure safety is maintained during the process 4.6. Implement all required and stated emergency responses and ensure the outcomes of these responses are communicated to all affected areas 4.7. Log all required information for further action to provide a historical record of all events.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This describes the essential skills and knowledge and their level, required for this unit.
Required skills
Competence includes the ability to distinguish between causes of problems/alarms/fault indications such as:

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REQUIRED SKILLS AND KNOWLEDGE
• instrument failure/malfunction • electrical failure/malfunction • mechanical failure/malfunction • equipment design deficiencies • product parameters (temperature, flows, pressure and levels). • An ability to communicate with other work groups and personnel during the operation and monitoring of this equipment is considered an essential element of this unit of competency.
Required knowledge
Competence includes an understanding of underpinning knowledge. Demonstration of competence in this unit must include knowledge of: • all items on a schematic of the controller and the function of each • principles of operation and location of the process/production equipment • specific plant process operations • product specifications and tolerances • systems operating parameters • basis of control for the process • emergency shutdown procedures • process specific physics, chemistry and mathematics • process drawings, eg P&ID, PFD, cause and effect • instrumentation and control systems, eg relevant primary sensing devices, final control elements, transducers/transmitters • simple control loops, including PID control, set points, controlled variable, indicated variable • effective communication techniques.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment for this unit of competency will be on a local control system. Assessment of this unit should demonstrate competence on actual plant and equipment in a work environment. The unit will be assessed in as

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EVIDENCE GUIDE	
	holistic a manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for assessment of parts of this unit. Simulation should be based on the actual process control system and will include walk-throughs of the relevant competency components. Simulations may also include the use of case studies/scenarios, role plays and 3D virtual reality interactive systems. This unit of competency requires a significant body of knowledge, which will be assessed through questioning and the use of what-if scenarios both on the plant (during demonstration of normal operations and walk-throughs of abnormal operations) and off the plant
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Competence must be demonstrated in the ability to recognise and analyse potential situations requiring action and then in implementing appropriate responses. The emphasis should be on the ability to stay out of trouble rather than on recovery from a disaster. Consistent performance should be demonstrated. In particular look to see that: • early warning signs of equipment/processes needing attention or with potential problems are recognised • the range of possible causes can be identified and analysed and the most likely cause determined • appropriate action is taken to ensure a timely return to full performance • obvious problems in related plant areas are recognised and an appropriate contribution made to their solution. These aspects may be best assessed using a range of scenarios/case studies/what-ifs as the stimulus with a walk-through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations, which may have been generated from the past incident history of the plant, incidents on similar plants around the world, hazard analysis activities and

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EVIDENCE GUIDE	
	similar sources.
Context of and specific resources for assessment	Assessment will require access to a process control system over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios/case studies/what-ifs will be required as will a bank of questions, which will be used to probe the reasoning behind the observable actions.
Method of assessment	In all plants it may be appropriate to assess this unit concurrently with relevant teamwork and communication units. Consider co-assessment with appropriate operations competencies for the unit of plant. In a major hazard facility, it may be appropriate to assess this unit concurrently with: • *MSAOHS200A Work safely*
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Range Statement

RANGE STATEMENT	
The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the Performance Criteria, is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs if the candidate, accessibility of the item, and local industry and regional contexts.	
Codes of practice/ standards	Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.
Context	This unit of competency includes all such items of equipment and unit operations, which form part of the production/processing system. For your local control system this may include (select relevant items): • plant items requiring only simple control

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RANGE STATEMENT	
	• programmable logic controllers (PLCs) • hard wired control and alarm panels • analogue control systems • personal computers • printers • fire and gas detection/protection systems • emergency shutdown systems • communications systems. Typical problems for your plant may include: • variation/loss of feed • unstable control of pressure, temperature level and flows • control equipment failure • process plant trips • change in atmospheric conditions (rain, temperature, wind, lightning) • emergency situations • loss of power/utilities.
Appropriate action	Appropriate action includes: • determining problems needing action • determining possible fault causes • rectifying problem using appropriate solution within area of responsibility • following through items initiated until final resolution has occurred • reporting problems outside area of responsibility to designated person.
Health, **safety and environment** (**HSE**)	All operations to which this unit applies are subject to stringent health, safety and environment requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between Performance Criteria and HSE requirements, the HSE requirements take precedence.

Unit Sector(s)

Unit sector	Operational/technical

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Competency field

Competency field	

Co-requisite units

Co-requisite units		

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PMAOPS222B Operate and monitor pumping systems and equipment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	In a typical scenario a prime mover is used to drive a complete pumping system including pumps and ancillary equipment (eg, vibration monitors, lubrication pumps and equipment, gear boxes and barring gear). The pumps covered by this unit typically are used for hydrocarbon transmission lines.

Application of the Unit

Application of the unit	The operations technician would: • identify and report operational problems • be aware of and contribute to a safe working environment • contribute to the safe and productive operation of the pump • monitor, shut down and start up pump and ancillary equipment using relevant procedures. This unit only applies to pumping systems and equipment which are driven by prime movers and does not include systems with close coupled motors (see *PMAOPS201B Operate fluid flow equipment*). This unit includes starting up/shutting down the system and monitoring the performance of the equipment including responding to the requirements of emergency situations Generally the operator would be part of a team during start up and shut down procedures and would be expected to be capable of demonstrating competence in all parts of this unit. At all times they would be liaising and cooperating with other members of the team.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for work.	1.1. Identify work requirements 1.2. Identify and control hazards 1.3. Coordinate with appropriate personnel
2. Prepare equipment for operation	2.1. Check operation and function of pump and driver by applying principles of operation and procedures 2.2. Check the operational area to ensure that any potential hazards which may affect the operation of the equipment are removed 2.3. Conduct pre-start-up checks on the driver and pump to ensure that all nominated operational valves are correctly sequenced before commencing pumping operations, and that all safety requirements are met.
3. Start up/shut down pump.	3.1. Commission pump protection devices and ancillary equipment in accordance with procedures. 3.2. Start up prime mover to procedures 3.3. Bring pump on line

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Shut down pump as required 3.5. Perform emergency shut down when required.
4. Monitor and assess pumping systems and equipment.	4.1. Verify the operational condition of all flanges, gaskets and seals to ensure that the operational integrity of these components is maintained within stated operational tolerances and to avoid any environmental damage 4.2. Monitor pumping installations/equipment to determine if the correct pump pressures, temperatures and flows conform to their required application 4.3. Monitor and regularly check pumping systems/ equipment performance and all components to identify any signs of excessive wear and diminution of performance 4.4. Check operational valves and valve assemblies for possible leakages 4.5. Monitor and identify variations in the operating conditions of the pumping systems/equipment through the interpretation of amperage operating data and equipment 4.6. Periodically check and clean filter systems to remove any potential blockages or impurities entering the pumping system/equipment and causing it to cavitate or malfunction during operation 4.7. Inspect and sample lubrication oil to check that operating levels are correct and to determine if any contamination has taken place which may affect the operational capacity of the pumping system/equipment. 4.8. Take appropriate action resulting from checks and monitoring.
5. Identify maintenance requirements.	5.1. Conduct routine inspections and checks to ensure normal or stated pump operation is maintained 5.2. Identify equipment faults through observation of the operational equipment and periodic sampling and testing 5.3. Take appropriate action 5.4. Record operational data as required by procedures.
6. Isolate and de-isolate plant.	6.1. Isolate plant 6.2. Make safe for required work 6.3. Check plant is ready to be returned to service 6.4. Prepare plant for return to service.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills

Competence includes the ability to and be able to distinguish between causes of problems/alarms/fault indications such as:

- instrument failure malfunction
- electrical failure malfunction
- mechanical failure malfunction
- equipment design deficiencies
- product parameters (temperature, viscosity, purity)
- fouling or contamination, eg filters, exchangers, seal system, lubrication
- cavitation
- overheating (bearings, casing etc)
- overload.

Required knowledge

The knowledge referred to in the Evidence Guide for this unit includes:

- all items on a schematic of the pump system and the function of each
- pumping system/equipment operating parameters
- sampling and testing techniques
- equipment terminology
- plant or field layout or geography
- safety systems and procedures
- fault finding and troubleshooting techniques
- job hazard analysis.
- principles of operation of pump, ancillaries and components
- physics and chemistry relevant to the pump, ancillaries and the materials processed
- process parameters and limits, eg temperature, pressure, flow, pH
- duty of care obligations
- hierarchy of control
- communication protocols, eg radio, phone, computer, paper, permissions/authorities
- relevant alarms and actions
- plant process idiosyncrasies
- correct methods of starting, stopping, operating and controlling process
- corrective action appropriate to the problem cause
- function and troubleshooting of major components and their problems
- types and causes of problems within operator's scope of skill level and responsibility.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment of this unit should include demonstrated competence on actual plant and equipment in a work environment. The unit will be assessed in as holistic a manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for assessment of parts of this unit. Simulation should be based on the actual plant and will include walk-throughs of the relevant competency components. Simulations may also include the use of case studies/scenarios, role plays and 3D virtual reality interactive systems. In the case of evacuation training or training for competencies practised in life threatening situations, simulation may be used for the bulk of the training. This unit of competency requires an application of the knowledge contained in the use of pumps and their integral equipment, to the level needed to maintain control and recognise and resolve problems. This can be assessed through questioning and the use of what-if scenarios both on the plant (during demonstration of normal operations and walk-throughs of abnormal operations) and off the plant.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Competence must be demonstrated in the ability to recognise and analyse potential situations requiring action and then in implementing appropriate corrective action. The emphasis should be on the ability to stay out of trouble rather than on recovery from a disaster. Consistent performance should be demonstrated. In particular look to see that: • early warning signs of equipment/processes needing attention or with potential problems are

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EVIDENCE GUIDE	
	recognised • the range of possible causes can be identified and analysed and the most likely cause determined • appropriate action is taken to ensure a timely return to full performance • obvious problems in related plant areas are recognised and an appropriate contribution made to their solution. These aspects may be best assessed using a range of scenarios/case studies/what-ifs as the stimulus with a walk through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations, which may have been generated from the past incident history of pump, incidents on similar pumps around the world, hazard analysis activities and similar sources.
Context of and specific resources for assessment	As a general rule assessment will require access to an operating an operating pump system over an extended period of time, or a suitable method of gathering evidence of operating competence over a range of situations. A bank of scenarios/case studies/what-ifs will be required as will a bank of questions which will be used to probe the reasoning behind the observable actions.
Method of assessment	In all plants it may be appropriate to assess this unit concurrently with relevant teamwork and communication units.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Range Statement

RANGE STATEMENT
The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the Performance Criteria, is detailed below. Add any essential operating conditions that may

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RANGE STATEMENT	
be present with training and assessment depending on the work situation, needs if the candidate, accessibility of the item, and local industry and regional contexts.	
Codes of practice/ standards	Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.
Context	This unit of competency includes all such items of equipment and unit operations which form part of the pumping system. For your plant this may include (select relevant items): • beam pumps • electrical submersible pumps • jet pumps • centrifugal pumps • positive displacement pumps, eg reciprocating pumps • various drivers (diesel engine, electric motor, steam turbine etc) • instrumentation • filters.
Typical problems	Typical problems for your plant may include: • variation in feed • vibration • control of level, temperature, pressure and flow • blockages • overheating • overloading.
Health, **safety and environment** (**HSE**)	All operations to which this unit applies are subject to stringent health, safety and environment requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between Performance Criteria and HSE requirements, the HSE requirements take precedence.

Unit Sector(s)

Unit sector	Operational/technical

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Competency field

Competency field	

Co-requisite units

Co-requisite units	*PMAOPS221B*	*Operate and monitor prime movers*

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PMAOPS300B Operate a production unit

Modification History

Release 2 – Minor clarification to descriptor, minor changes to Skills and Knowledge and Range, and editorial corrections.

Unit Descriptor

This competency covers the operation of an enterprise specific unit of a production plant, which is not otherwise described by other units in this Training Package. The operations technician is expected to demonstrate a significant understanding of the process and the equipment operation. The plant unit includes the operation of other plant items which are integral to the operation of the plant unit.

Application of the Unit

This unit applies where the plant technician operates a unit of plant which is not otherwise described. The other 300 series process competencies should be used as an indicative guide as to the coverage and complexity of the operation.

The operations technician would:

- identify and rectify operational problems
- predict the potential impact of the production unit output on the operation of the whole plant
- facilitate output changes.

Generally the operations technician would operate independently in a plant with local control or in liaison with the control room operator in a plant with Distributed Control System (DCS) type controls. In the case of large complex plant, the operations technician would be part of a team during startup and shutdown procedures. The operations technician would be expected to be capable of performing all parts of this unit. At all times they would be liaising and cooperating with other members of the team.

This unit does not include the operation of any packaged unit (regardless of its engineering complexity) which is covered by *MSAPMOPS100A Use equipment.*

This unit does not require the operation of a central control panel.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Prepare for work	1.1	Identify work requirements
		1.2	Identify and control hazards
		1.3	Coordinate with appropriate personnel
2	Start up unit	2.1	Perform pre-start-up checks
		2.2	Start up individual items of equipment and the entire unit
		2.3	Start up normally and after maintenance
		2.4	Build rate steadily
		2.5	Stabilise operation to produce specified rate and quality within minimum time
3	Monitor and control the unit	3.1	Complete routine checks, logs and paperwork
		3.2	Frequently and critically monitor all plant throughout shift
		3.3	Recognise the signs of potential and actual problems

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		3.4	Take appropriate action
		3.5	Trim plant to achieve required output rate and quality while maximising plant efficiency
4	Change unit output rate, grade or specification	4.1	Predict the need to make a change to meet process requirements
		4.2	Trim unit in preparation of changes
		4.3	Make changes as required
		4.4	Manage changes smoothly and in a timely manner
		4.5	Minimise out of specification product/process disruptions as a result of the change
5	Maintain plant effectiveness	5.1	Use measured/indicated data and smell, sight, sound and feel as appropriate to monitor plant
		5.2	Identify critical equipment/processes and tune their performance
		5.3	Identify issues likely to impact on plant performance and take appropriate action
		5.4	Predict impact of a change in one unit/area on other plant units/areas and communicate this to relevant people
		5.5	Test trips and alarms as required
		5.6	Complete minor maintenance according to procedures
6	Shut down unit	6.1	Determine type of shut down required
		6.2	Give advance warning of shut down where possible
		6.3	Change over individual items of equipment
		6.4	Shut down individual items of equipment and the entire unit
		6.5	Shut down to a standby condition if appropriate

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		6.6	Shut down in an emergency and otherwise when required
		6.7	Reset trips and alarms after a shutdown
7	Isolate and de-isolate plant	7.1	Isolate plant
		7.2	Make safe for required work
		7.3	Check plant is ready to be returned to service
		7.4	Prepare plant for return to service

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required skills

For the plant system:

- efficient and effective operation of plant/equipment
- hazard analysis
- completing plant records
- communication
- problem solving

Also ability to:

- identify all items on a schematic of the production unit and describe the function of each
- describe the nature/condition of materials entering and leaving each stage of the process, the changes which have occurred in that stage and why they have occurred
- describe the basis of the process used in the production unit to transform the feed materials into the product, including the basic science of the process (where relevant)
- describe the causes and remedies of common problems, such as those selected in the Range Statement
- describe methods of changing rate/grade/specification or feed and the advantages and disadvantages of each

Ability to isolate the causes of problems to an item of equipment within the production unit and to be able to distinguish between causes of problems/alarm/fault indications, such as:

- process materials variations
- instrument failure/wrong reading
- electrical failure

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- mechanical failure
- operational problem,

as is relevant to the practical operation of equipment at that job level

Required knowledge

An understanding of the production unit/system and its integral equipment, to the level needed to control the system and recognise and resolve problems. In particular it includes:

- principles of operation of plant/equipment
- physics and chemistry relevant to the process unit
- process parameters and limits (e.g. temperature, pressure, flow, pH and amps
- duty of care obligations
- hierarchy of control
- communication protocols (e.g. radio, phone, computer, paper and permissions/authorities)
- routine problems, faults and their resolution
- relevant alarms and actions
- plant process idiosyncrasies
- all items on a schematic of the plant item and the function of each
- correct methods of starting, stopping, operating and controlling
- corrective action appropriate to the problem cause
- function and troubleshooting of major components and their problems
- types and causes of problems within operator's scope of skill level and responsibility

This knowledge is required of all major items of equipment which comprise the production unit/system.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Assessment of this unit should include demonstrated competence on actual plant and equipment in a work environment. The unit will be assessed in as holistic a manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations which will include disruptions to normal, smooth operation.

Simulation may be required to allow for assessment of parts of this unit. Simulation should be based on the actual plant and will include walk-throughs of the relevant competency components.

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	Simulations may also include the use of case studies/scenarios and role plays. This unit of competency requires a significant body of knowledge which will be assessed through questioning and the use of what-if scenarios both on the plant (during demonstration of normal operations and walk-throughs of abnormal operations) and off the plant.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Competence must be demonstrated in the ability to recognise and analyse potential situations requiring action and then in implementing appropriate corrective action. The emphasis should be on the ability to stay out of trouble rather than on recovery from a disaster. Consistent performance should be demonstrated. In particular look to see that: • early warning signs of equipment/processes needing attention or with potential problems are recognised • the range of possible causes can be identified and analysed and the most likely cause determined • appropriate action is taken to ensure a timely return to full performance • obvious problems in related plant areas are recognised and an appropriate contribution made to their solution. These aspects may be best assessed using a range of scenarios/case studies/what-ifs as the stimulus with a walk-through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations which may have been generated from the past incident history of the plant, incidents on similar plants around the world, hazard analysis activities and similar sources.
Context of and specific resources for assessment	Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios/case studies/what-ifs will be required as will a bank of questions which will be used to probe the reasoning behind the observable actions.
Method of assessment	In all plants it may be appropriate to assess this unit concurrently with relevant teamwork and communication units. In a major hazard facility, it may be appropriate to assess this unit concurrently with: • *MSAPMOHS200A Work safely*.
Guidance information	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy

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for assessment	capacity of the assessee and the work being performed.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the Performance Criteria, is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs if the candidate, accessibility of the item, and local industry and regional contexts.

Codes of practice/ standards	Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.
Context	This competency covers the operation of a unit of equipment and includes the operation of equipment ancillary to the main production unit. It includes all items of equipment and unit operations which form part of the operation of the unit.
Problems	Typical problems include: • recognising and acting on unstable/sub-optimal operation • control of critical variables and outputs • variations in feed rates, quality, and so on
Start up shut down as required	Start up shut down as required includes: • start up and shut down to/from normal operating conditions • start up and shut down to/from isolated, cold or empty • all other conditions experienced on the plant (i.e. from any condition to any condition experienced on the plant)
Appropriate action	Appropriate action includes: • determining problems needing action • determining possible fault causes • rectifying problem using appropriate solution within area of responsibility • following through items initiated until final resolution has occurred • reporting problems outside area of responsibility to designated person
Procedures	Procedures may be written, verbal, computer-based or in some other form. They include: • all work instructions

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- standard operating procedures
- formulas/recipes
- batch sheets
- temporary instructions
- any similar instructions provided for the smooth running of the plant

For the purposes of this Training Package, 'procedures' also includes good operating practice as may be defined by industry codes of practice (e.g. Responsible Care) and government regulations.

Health, safety and environment (HSE)

All operations to which this unit applies are subject to stringent HSE requirements, which may be imposed through state or federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between Performance Criteria and HSE requirements, the HSE requirements take precedence.

Product

Product includes anything produced by a process step and so includes intermediate products, such as the product from one process step which then becomes the feed for another'.

Unit Sector(s)

Operational/technical

Competency field

Not applicable

Co-requisite units

Not applicable

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PMAOPS305B Operate process control systems

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the operation of a centralised control panel. These controllers use a range of control algorithms and multiple control loops. The panel will control multiple vessels/plant items and or products. It will typically be located off plant in a control room.

Application of the Unit

Application of the unit	In a typical scenario an operations technician uses a centralised process control system to operate and monitor the plant. This control system would typically be a distributed control system (DCS) and may include other local controllers which are integral to its operation (stand alone local controllers are covered by *PMAOPS216B Operate local control system*). This panel technician/central control room operator has an overall responsibility for the operation of all units of equipment covered by the control system. As such they often also take a lead role as part of the operating team. Competencies required by this role other than panel competencies as such are not covered by this unit. The operations technician would: • identify, correct and report operational problems • be aware of and contribute to a safe working environment • contribute to the safe and productive operation of the system • operate, monitor and maintain equipment using relevant procedures • take appropriate action following an alarm or out of specification condition developing Generally the operations technician would be part of a team during start up, shut down and normal operating conditions and would be expected to be capable of demonstrating competence in all parts of this unit. He/she would be taking a leading role in liaising and cooperating with other members of the team. Typically the panel operator will liaise with other 'outside operators', however this unit does not preclude the situation where the panel operator may also undertake 'outside' functions.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for work.	1.1. Identify work requirements 1.2. Identify and control hazards 1.3. Coordinate with appropriate personnel
2. Use operator interface.	2.1. Use keyboards, track ball and monitor and/or stand alone controllers to access control system/panel 2.2. Monitor the process using the operator interfaces 2.3. Select appropriate controller modes 2.4. Access historical data and information 2.5. Acknowledge messages and alarms.
3. Access control information.	3.1. Obtain relevant data and information from the control

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ELEMENT	PERFORMANCE CRITERIA
	system by applying systems knowledge 3.2. Identify the status of individual pieces of equipment from the control panel and use information to identify potential faults 3.3. Minimise fluctuations and variations in process through the interpretation of existing trends and control schematics 3.4. Record process variations/irregularities to procedures.
4. Control process variations and monitor operations.	4.1. Use historical data to assist the identification of problems 4.2. Process available information to identify potential faults 4.3. Undertake required set point/output changes to meet plant and process requirements 4.4. Optimise plant operating conditions in accordance with guidelines 4.5. Adjust production in response to test results and control panel information 4.6. Monitor key process and environmental variables and take appropriate action 4.7. Adjust controller settings in accordance with procedures 4.8. Use fine tuning software as appropriate 4.9. Coordinate with up stream and downstream units as appropriate 4.10. Record adjustments and variations to specifications/schedules 4.11. Communicate to appropriate personnel as required.
5. Facilitate planned and unplanned process start-ups and shut-downs.	5.1. Select and apply procedures to planned startup and shutdown processes 5.2. Select and apply procedures to unplanned shutdown processes 5.3. Implement all required emergency responses 5.4. Communicate necessary information to all personnel affected by events 5.5. Log all required information.
6. Respond to alarms or out of specification conditions.	6.1. Identify system(s) affected by the alarm or condition 6.2. Interpret alarms and prioritise actions to be taken 6.3. Take appropriate action to respond to the alarm or

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ELEMENT	PERFORMANCE CRITERIA
	incident 6.4. Deal with any out of specification material in accordance with procedures 6.5. Communicate the problem/solution to appropriate personnel 6.6. Record the information as required 6.7. Provide details of the alarm and action taken to the next shift at change over

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This describes the essential skills and knowledge and their level, required for this unit.
Required skills
Competence includes the ability to distinguish between causes of problems/alarms/fault indications such as: • instrument failure/malfunction • electrical failure/malfunction • mechanical failure/malfunction • equipment design deficiencies • product parameters (temperature, flows, pressure and levels) • process control system malfunction • power/utility failures. An ability to communicate with other work groups and personnel during the operation and monitoring of this panel is considered an essential Element of this unit of competency.
Required knowledge
The knowledge referred to in the Evidence Guide for this unit includes: • the architecture and location of the process/production equipment • specific plant process operations • interactions between plant items/processes • product specifications and tolerances • systems operating parameters • system integrity limits • process control philosophies and strategies • emergency shutdown procedures

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REQUIRED SKILLS AND KNOWLEDGE
• process specific physics, chemistry and mathematics • basic science of upstream and downstream processes • relevant chemistry of the process to the level of interpreting chemical equations and manipulating factors controlling rate of reaction and yield (or equivalent physics for a physical process/biochemistry for a biochemical process) - chemistry to include both intended products and interfering reactions, eg salts, hydrates • impact of external factors, eg variations in weather, feed etc • process drawings, eg P&ID, PFD • cause and effect • basis of control for the plant/s • instrumentation and control systems, including feed forward, feed back and open control • instrumentation and control system components, eg relevant primary sensing devices, final control elements, transducers/transmitters • control loops, including PID control, set points, controlled variable, indicated variable • interaction between multiple control loops, including cascade control • impacts of changing controller settings and the limits within which changes can be made • effective communication techniques • organisation procedures • UPS and its applications and use.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment of this unit should include demonstrated competence on actual plant and equipment in a work environment. The unit will be assessed in as holistic a manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for assessment of parts of this unit. Simulation should be based on the actual plant and will include walk-throughs of the relevant competency components. Simulations may

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EVIDENCE GUIDE	
	also include the use of case studies/scenarios, role plays and 3D virtual reality interactive systems. In the case of evacuation training or of training for competencies practiced in life threatening situations, simulation may be used for the bulk of the training. This unit of competency requires an application of the knowledge contained in the use of the process control system and its integral equipment, to the level needed to maintain control and recognise and resolve problems. This can be assessed through questioning and the use of what-if scenarios both on the plant (during demonstration of normal operations and walk-throughs of abnormal operations) and off the plant.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Competence must be demonstrated in the ability to recognise and analyse potential situations requiring action and then in implementing appropriate responses. The emphasis should be on the ability to stay out of trouble rather than on recovery from a disaster. Consistent performance should be demonstrated. In particular look to see that: • early warning signs of equipment/processes needing attention or with potential problems are recognised • the range of possible causes can be identified and analysed and the most likely cause determined • appropriate action is taken to ensure a timely return to full performance • obvious problems in related plant areas are recognised and an appropriate contribution made to their solution. These aspects may be best assessed using a range of scenarios/case studies/what-ifs as the stimulus with a walk-through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations, which may have been generated from the past incident history of the plant, incidents on similar plants around the world, hazard analysis activities and similar sources.
Context of and specific resources for assessment	Assessment will require access to a process control system over an extended period of time, or a suitable

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EVIDENCE GUIDE	
	method of gathering evidence of operating ability over a range of situations. A bank of scenarios/case studies/what-ifs will be required as will a bank of questions which will be used to probe the reasoning behind the observable actions.
Method of assessment	In all plants it may be appropriate to assess this unit concurrently with relevant teamwork, communication and leadership units.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Range Statement

RANGE STATEMENT	
The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicized wording, if used in the Performance Criteria, is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs if the candidate, accessibility of the item, and local industry and regional contexts.	
Codes of practice/ standards	Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.
Context	This unit of competency includes all such items of equipment and unit operations which form part of the control system. For your control room this may include (select relevant items): • process control systems, eg Distributed Control Systems • personal computers • printers • fire and gas detection/protection systems • emergency shutdown systems • communications systems. Typical problems for your plant may include: • loss of power/utilities • analysing failure modes

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RANGE STATEMENT	
	• variation/loss of feed • unstable control of pressure, temperature level and flows • control equipment failure • process plant trips • change in atmospheric conditions (rain, temperature, wind, lightning) • emergency situations.
Alarms or abnormal conditions	Alarms or other abnormal conditions includes: • emergency, including emergency shut down • partial or complete controller failure.
Other problems	Other problems includes: • problem solving control functions
Appropriate action	Appropriate action includes: • determining problems needing action • determining possible fault causes • rectifying problem using appropriate solution within area of responsibility • following through items initiated until final resolution has occurred • reporting problems outside area of responsibility to designated person.
Health, **safety and environment** (**HSE**)	All operations to which this unit applies are subject to stringent health, safety and environment requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between Performance Criteria and HSE requirements, the HSE requirements take precedence.

Unit Sector(s)

Unit sector	Operational/technical

Competency field

Competency field	

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Co-requisite units

Co-requisite units	

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PMAOPS307B Transfer bulk fluids into/out of storage facility

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	In a typical scenario involving land based tank farms or tankers at sea, the control room operator, from the main panel, will monitor and control the transfer of product into storage facilities including controlling product levels, flows, temperatures and pressures. The operations technician will also prepare and complete all necessary documentation for the control, transfer and calculation of product volumes.

Application of the Unit

Application of the unit	The storage facility or vessel will be monitored through the use of gas and fire detection equipment. Automatic sprinkler systems or deluges will be activated in the event of fire detection and emergency shutdown systems will operate. The equipment to be used in the transfer of product will be checked and tested before use. In some cases, before transferring, the circulation of product through pipelines, will commence. This is usually for the purpose of pipeline chilldown, and is required to minimise vapour pressure build-up in warm pipework. A comprehensive fire water supply main may encompass the facility and/or be located on the vessel, and a suitable fire pump would be able to provide fire water requirements in emergencies.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	PMAOPS201B	Operate fluid flow equipment

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for work.	1.1. Identify work requirements 1.2. Identify and control hazards 1.3. Coordinate with appropriate personnel
2. Prepare storage/transfer facilities	2.1. Manage products within the tank farm or at the platform in accordance with the site/enterprise's storage types, products and locations 2.2. Inspect storage or docking facilities for leaks or damage 2.3. Check and test safety systems to verify their operational condition and status, and report on all equipment faults 2.4. Conduct critical inspections of storage and tank farms (and ascertain seaworthiness of vessels at sea if required) ensuring areas are safe, clean and equipment can't be compromised by debris 2.5. Identify and report all equipment requiring maintenance, follow up to satisfactory conclusion.
3. Monitor storage facilities.	3.1. Confirm tank mixes, capacities and quality, and determine if these are being maintained within the agreed product requirements prior to transfer 3.2. Monitor gas detection/environmental/safety systems to ensure the storage area is a safe environment and that the safety of the area or vessel is not compromised 3.3. Communicate storage conditions to transfer or other personnel to inform them of the operational condition and status of the storage facilities or vessel.

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ELEMENT	PERFORMANCE CRITERIA
4. Monitor load-out/transfer platform or facility as required.	4.1. Monitor load-out/transfer systems on the platform or in the terminal load-out/transfer area 4.2. Monitor gas detection/environmental/safety systems to ensure the load-out/transfer area is a safe environment 4.3. Inform appropriate personnel of the load-out/transfer area status, and conditions of the storage facilities.
5. Conduct load-out/transfer.	5.1. Communicate operational status to required personnel prior to loading 5.2. Ensure that all start-up permissives have been satisfied and product is ready for transfer 5.3. Set and adjust pump flow rates to keep within agreed capacities 5.4. Monitor loading pump performance to keep within stated operational ranges and vibration is in limits 5.5. Take and record product shipping/transfer samples as required.
6. Isolate and de-isolate plant.	6.1. Isolate plant 6.2. Make safe for required work 6.3. Check plant is ready to be returned to service 6.4. Prepare plant for return to service.
7. Resolve problems	7.1. Identify possible problems in equipment and process. 7.2. Determine problems needing action 7.3. Determine possible fault causes 7.4. Rectify problem using appropriate solution within area of responsibility 7.5. Follow up items until resolved 7.6. Report problems outside area of responsibility to designated person.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This describes the essential skills and knowledge and their level, required for this unit.
Required skills
For the plant system/unit:

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REQUIRED SKILLS AND KNOWLEDGE
• efficient and effective operation of plant/equipment • hazard analysis • completing plant records • communication • problem solving
Required knowledge
Demonstration of competence in this unit must include knowledge of the following: • principles of operation of plant/equipment • physics and chemistry relevant to the process unit • process parameters and limits, eg temperature, pressure, flow, pH • duty of care obligations • hierarchy of control • communication protocols, eg radio, phone, computer, paper, permissions/authorities • routine problems, faults and their resolution • relevant alarms and actions • plant process idiosyncrasies • all items on a schematic of the plant item and the function of each • correct methods of starting, stopping, operating and controlling flow • causes of head loss in piping systems, including comparison of fittings using Le/d concept, fluid and pipe material properties, flow geometry etc • corrective action appropriate to the problem cause • function and troubleshooting of major internal components and their problems, such as impellors, seals or bearings • types and causes of problems within operator's scope of skill level and responsibility. • testing techniques • equipment isolation and purging • use and operation of safety equipment, including breathing apparatus • tank and product mixes • flow rates and measures • tank capacities and percentages • static electricity principles. Sound knowledge of storage and transfer techniques required to transport oil, gas or water is expected.

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment of this unit should include demonstrated competence on actual plant and equipment in a work environment. The unit will be assessed in as holistic a manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations which will include disruptions to normal, smooth operation. Simulation may be required to allow for assessment of parts of this unit. Simulation should be based on the actual plant or platform and will include walk-throughs of the relevant competency components. Simulations may also include the use of case studies/scenarios and role plays. This unit of competency requires a significant body of knowledge which will be assessed through questioning and the use of what-if scenarios both on the plant (during demonstration of normal operations and walk-throughs of abnormal operations) and off the plant.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Competence must be demonstrated in the ability to recognise and analyse potential situations requiring action and then in implementing appropriate corrective action. The emphasis should be on the ability to stay out of trouble rather than on recovery from a disaster. Consistent performance should be demonstrated. In particular look to see that: • early warning signs of equipment/processes needing attention or with potential problems are recognised • the range of possible causes can be identified and analysed and the most likely cause determined • appropriate action is taken to ensure a timely return to full performance • obvious problems in related plant areas are recognised and an appropriate contribution made to their solution. These aspects may be best assessed using a range of scenarios/case studies/what-ifs as the stimulus with a walk-through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations which may have been generated from the past incident history of the plant, incidents on similar plants around the world, hazard analysis activities and similar sources.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios/case studies/what-ifs will be required as will a bank of questions which will be used to probe the reasoning behind the observable actions.
Method of assessment	In all plants it may be appropriate to assess this unit concurrently with relevant teamwork and communication units. In a major hazard facility, it may be appropriate to assess this unit concurrently with: • *MSAPMOHS200A Work safely*.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Range Statement

RANGE STATEMENT	
The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the Performance Criteria, is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs if the candidate, accessibility of the item, and local industry and regional contexts.	
Codes of practice/ standards	Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.
Context	This unit of competency includes all items of equipment and unit operations which form part of the load-out and storage system. For your facility this may include (select relevant items): • tanks, such as concrete bunded storage tanks,atmospheric pressure tanks, floating roof tanks, temperature controlled tanks (heated, chilled, refrigerated) • vessels, eg pressure storage vessels • pumps, eg transfer and circulation pumps, stripping pumps • compressors, eg boil-off gas compressors • gauges

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RANGE STATEMENT	
	• fire protection and deluge systems, eg flare system • gas detection systems and equipment • tank dipping and measurement equipment. • instrumentation.
Safety equipment	Safety equipment on site may include: • main fire pumps • jockey pumps • fire monitors • deluge systems • sub-surface foam injection • gas detection and reporting systems • fire detection and reporting systems • emergency shutdown systems
Products	Products may include hydrocarbons, oil, gas or bulk liquid chemicals/petrochemicals.
Problems	Typical problems for your facility may include: • insufficient/inappropriate storage for product/material • interruptions to loading through adverse weather conditions • product surging • control of temperature and pressure • variations in feed • vibration • tank capacities and space.
Start up shut down as required	Start up shut down as required includes: • start up and shut down to/from normal operating conditions • start up and shut down to/from isolated, cold, empty • all other conditions experienced on the plant. ie from any condition to any condition experienced on the plant.
Appropriate action	Appropriate action includes: • determining problems needing action • determining possible fault causes • rectifying problem using appropriate solution within area of responsibility • following through items initiated until final resolution has occurred • reporting problems outside area of responsibility to designated person.
Procedures	Procedures may be written, verbal, computer-based or in some other form.

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RANGE STATEMENT	
	They include: • all work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions • any similar instructions provided for the smooth running of the plant. For the purposes of this Training Package, 'procedures' also includes good operating practice as may be defined by industry codes of practice (eg Responsible Care) and government regulations.
Health, **safety and environment** (**HSE**)	All operations to which this unit applies are subject to stringent health, safety and environment requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between Performance Criteria and HSE requirements, the HSE requirements take precedence.

Unit Sector(s)

Unit sector	Operational/technical

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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PMAOPS410B Monitor remote production facilities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	In a typical scenario, a technician in a central location looks after the operation of a remote production facility. This may be achieved by using ground based or satellite communications systems. The competency covers the operation and management of remote plants, treatment stations or satellite locations.

Application of the Unit

Application of the unit	Typically these stations may include: • wellheads • separation facilities • utility systems • remote pumping and compression stations • remote plants • fire and gas safety systems and associated piping and instrumentation. The operations technician would: • identify and rectify operational problems • conduct well testing • conduct critical function testing. Control of a remote production facility may require operation and process monitoring via a remote control system. Generally the operations technician would operate independently and be expected to be capable of performing all parts of this unit. However they may be part of a team during critical inspections or maintenance operations. At all times they would be liaising and cooperating with other members of the team.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for work.	1.1. Identify work requirements 1.2. Identify and control hazards 1.3. Coordinate with appropriate personnel
2. Conduct product separation.	2.1. Centralise and prepare well products for initial multi-phase separation, storage and distribution as determined by the required production targets and objectives 2.2. Use multi-phase high and low pressure separation, utilising heat and chemical treatments, to effectively separate the product 2.3. Monitor the separation process via control room operation to ensure all product flows, pressures and temperatures are maintained within correct operating parameters 2.4. Operate and monitor all required utility services to assist in the separation process.
3. Recover and measure product.	3.1. Transfer treated waste water from the separation process for further treatment as required prior to re-injection or disposal 3.2. Ensure that all available product is recovered and all waste water

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ELEMENT	PERFORMANCE CRITERIA
	is made safe for further use or disposal within environmental limits 3.3. Measure and sample produced gas as required 3.4. Measure collected product to determine the level of available stocks for further transfer and for accounting purposes 3.5. Take appropriate action.
4. Transfer product.	4.1. Check transfer process equipment required to ensure it is working within agreed operating parameters 4.2. Transfer product to a processing facility for further treatment and enhancement 4.3. Monitor transfers and take appropriate action 4.4. Log and record all product transfers and communicate as required 4.5. Distribute data collected to appropriate personnel.
5. Isolate and de-isolate plant.	5.1. Isolate plant 5.2. Make safe for required work 5.3. Check plant is ready to be returned to service 5.4. Prepare plant for return to service.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This describes the essential skills and knowledge and their level, required for this unit.
Required skills
Competence includes the ability to isolate the causes of problems to an item of equipment within the compressor system and to be able to distinguish between causes of problems/alarm/fault indications such as: • product contamination • instrument failure/wrong reading • electrical failure • mechanical failure • operational problems • pressure losses and leakage.
Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE
The knowledge referred to in the Evidence Guide for this unit includes: • all items on a schematic of the remote system and the function of each • nature/condition of materials entering and leaving each stage of the process • changes which have occurred in that stage and why they have occurred • methods of changing production rates and the advantages and disadvantages of each • effect of specific climatic and environmental factors • water testing and gas break through testing techniques • storage and transfer techniques related to the transport of oil, gas or water. • principles of operation of plant/equipment • physics and chemistry relevant to the process unit and the fluids involved • process parameters and limits, eg temperature, pressure, flow, pH • duty of care obligations • hierarchy of control • communication protocols, eg radio, phone, computer, paper, permissions/authorities • routine problems, faults and their resolution • relevant alarms and actions • plant process idiosyncrasies • correct methods of starting, stopping, operating and controlling plant • corrective action appropriate to the problem cause • function and troubleshooting of major components and their problems • types and causes of problems within operator's scope of skill level and responsibility.

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.

Overview of assessment	Assessment of this unit should include demonstrated competence on actual plant and equipment in a work environment. The unit will be assessed in as holistic a manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for assessment of

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EVIDENCE GUIDE	
	parts of this unit. Simulation should be based on the actual plant and will include walk-throughs of the relevant competency components. Simulations may also include the use of case studies/scenarios, role plays and 3D virtual reality interactive systems. In the case of evacuation training or training for competencies practised in life threatening situations, simulation may be used for the bulk of the training. This unit of competency requires an application of the knowledge contained in the operation of the remote facility and its integral equipment, to the level needed to maintain control and recognise and resolve problems. This can be assessed through questioning and the use of what-if scenarios both on the plant (during demonstration of normal operations and walk-throughs of abnormal operations) and off the plant.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Competence must be demonstrated in the ability to recognise and analyse potential situations requiring action and then in implementing appropriate corrective action. The emphasis should be on the ability to stay out of trouble rather than on recovery from a disaster. Consistent performance should be demonstrated. In particular look to see that: • early warning signs of equipment/processes needing attention or with potential problems are recognised • the range of possible causes can be identified and analysed and the most likely cause determined • appropriate action is taken to ensure a timely return to full performance • obvious problems in related plant areas are recognised and an appropriate contribution made to their solution. These aspects may be best assessed using a range of scenarios/case studies/what-ifs as the stimulus with a walk-through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations which may have been generated from the past incident history of the plant, incidents on similar plants around the world, hazard analysis activities and similar sources.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios/case studies/what-ifs will be required as will a bank of questions which will be used to probe the reasoning behind the observable actions.
Method of assessment	Consider co-assessment with other units relevant to the job.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Range Statement

RANGE STATEMENT	
The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the Performance Criteria, is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs if the candidate, accessibility of the item, and local industry and regional contexts.	
Codes of practice/ standards	Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.
Context	This unit of competency includes all such items of equipment and unit operations which form part of the remote facility. For your enterprise this may include (select relevant items): • valves • pumps • prime movers • compressors • separators • instrumentation • storage tanks, ponds and dams • filters • wellheads

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RANGE STATEMENT	
	• hydraulic well control panels • fire and gas safety systems.
Typical problems	Typical problems for your plant may include: • contamination of product • control of temperature and pressure • variations in feed • vibration.
Appropriate action	Appropriate action includes: • determining problems needing action • determining possible fault causes • rectifying problem using appropriate solution within area of responsibility • following through items initiated until final resolution has occurred • reporting problems outside area of responsibility to designated person.
Procedures	Procedures may be written, verbal, computer-based or in some other form. They include: • all work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions • any similar instructions provided for the smooth running of the plant. For the purposes of this Training Package, 'procedures' also includes good operating practice as may be defined by industry codes of practice (eg Responsible Care) and government regulations.
Health, **safety and environment** (**HSE**)	All operations to which this unit applies are subject to stringent health, safety and environment requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between Performance Criteria and HSE requirements, the HSE requirements take precedence.

Unit Sector(s)

Unit sector	Operational/technical

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Competency field

Competency field	

Co-requisite units

Co-requisite units		

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PMAOPS411B Manage plant shutdown and restart

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the co-ordination of the shutdown and restarting of a production process in a safe and efficient manner due to a planned or an unplanned shutdown or emergency situation. It does not apply to individual plant operators shutting down individual production units or following directions during a shutdown, as this is included in the normal unit of competency for operating that production unit.

Application of the Unit

Application of the unit	In a typical scenario, a complex and integrated plant (usually but not necessarily large and continuous) needs to be shut down for some reason. Shutting down is a complex process and is more than the simple turning off of a switch. This competency would typically be exercised by the leading plant technician on a shift. This unit requires the exercise of discretion as the plant technician's responses are governed by the cause of the shutdown and the plant's responses to that. They are required to adapt normal practice, within the overall guidelines, to the current situation to obtain the best outcome. This competency requires the coordination of all personnel involved in the shutdown to ensure it happens in as orderly a fashion as possible and that the plant is left in the best condition possible for a quick restart. The person exercising this competency needs to balance the varying requirements to ensure the shutdown occurs with maximum safety to personnel, plant, the environment and the business's productivity (in that order).

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Manage shutdown sequence.	1.1. Check and verify safety systems to ensure that the unit has been made safe 1.2. Identify the reason for, or cause of the shutdown by troubleshooting the system and by utilising all available data and information systems 1.3. Obtain confirmation of the identified shutdown from field based operators to verify both the nature and the reliability of the shutdown 1.4. Rectify or initiate procedures to rectify the fault or shutdown cause through either repair of the operational fault or readjustment before returning the system to start-up status.
2. Conduct start-up process.	2.1. Satisfy all start-up permissives prior to start- up process being commenced 2.2. Conduct start-up according to procedures and in a safe and efficient manner, ensuring a return to steady state operation is achieved.
3. Document shutdown and	3.1. Complete all logs and workplace documentation relating to the shutdown/start-up process, ensuring all details, actions and

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ELEMENT	PERFORMANCE CRITERIA
start-up process.	responses are accurately recorded 3.2. Record any further ongoing production problems and report to appropriate persons or authority.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This describes the essential skills and knowledge and their level, required for this unit.
Required skills
Competence includes: • efficient and effective planning of shut down/start up • hazard analysis • completing plant records • communication • problem solving
Required knowledge
Demonstration of competence in this unit must include knowledge of the following: • principles of operation of plant/equipment • physics and chemistry relevant to the process unit and the materials processed • process parameters and limits, eg temperature, pressure, flow, pH • duty of care obligations • hierarchy of control • communication protocols, eg radio, phone, computer, paper, permissions/authorities • routine problems, faults and their resolution • relevant alarms and actions • plant process idiosyncrasies • all items on a schematic of the plant item and the function of each • correct methods of starting, stopping, operating and controlling process • corrective action appropriate to the problem cause • function and troubleshooting of major components and their problems • types and causes of problems within operator's scope of skill level and responsibility. • architecture of the process/production systems • the plant • product specifications and tolerances • systems operating parameters

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REQUIRED SKILLS AND KNOWLEDGE
• process control philosophies and strategies • the process • emergency shutdown procedures • physics, chemistry and mathematics relevant to the process • outside process knowledge and equipment operation as is relevant to the practical operation of equipment at that job level.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment of this unit should include demonstrated competence on actual plant and equipment in a work environment. The unit will be assessed in as holistic a manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations which will include disruptions to normal, smooth operation. Simulation may be required to allow for assessment of parts of this unit. Simulation should be based on the actual plant and will include walk-throughs of the relevant competency components. Simulations may also include the use of case studies/scenarios and role plays. This unit of competency requires a significant body of knowledge which will be assessed through questioning and the use of what-if scenarios both on the plant (during demonstration of normal operations and walk-throughs of abnormal operations) and off the plant.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Competence must be demonstrated in the ability to recognise and analyse potential situations requiring action and then in implementing appropriate corrective action. The emphasis should be on the ability to stay out of trouble rather than on recovery from a disaster. Consistent performance should be demonstrated. In particular look to see that: • early warning signs of equipment/processes needing attention or with potential problems are recognised • the range of possible causes can be identified and analysed and the most likely cause determined

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EVIDENCE GUIDE	
	• appropriate action is taken to ensure a timely return to full performance • obvious problems in related plant areas are recognised and an appropriate contribution made to their solution. These aspects may be best assessed using a range of scenarios/case studies/what-ifs as the stimulus with a walk-through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations which may have been generated from the past incident history of the plant, incidents on similar plants around the world, hazard analysis activities and similar sources.
Context of and specific resources for assessment	Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios/case studies/what-ifs will be required as will a bank of questions which will be used to probe the reasoning behind the observable actions.
Method of assessment	In all plants it may be appropriate to assess this unit concurrently with relevant teamwork and communication units. In a major hazard facility, it may be appropriate to assess this unit concurrently with: • *MSAPMOHS200A Work safely*. The person undertaking this competency is expected to be able to work under and manage situations of high pressure, in order to ensure the safe and efficient management of the control room production process and the safety of plant employees.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Range Statement

RANGE STATEMENT
The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the Performance Criteria, is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT	
Codes of practice/ standards	Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.
Context	Causes of shutdown may be: • planned, eg for maintenance or other planned work • unplanned, eg in response to a plant upset or equipment failure • emergency, eg in response to an automatic shutdown sequence or plant trip. The shutdown may be: • shutdown 'to cold', eg complete plant shutdown and purging of all process materials from equipment • short shutdown to allow minor work 'warm shutdown', eg partial shutdown, with retention of some or all of process materials • managing a plant trip and restart 'hot shutdown', eg short duration shutdown in response to a plant upset or trip This competency also includes: • coordinating the shift team • implementing emergency procedures • using the permit to work system (for repairs required). • This competency may apply to: • panel technicians • outside technicians • technicians seconded to a shut down role • other relevant personnel All operations are performed according to procedures.
Appropriate action	Appropriate action includes: • determining problems needing action • determining possible fault causes • rectifying problem using appropriate solution within area of responsibility • following through items initiated until final resolution has occurred • reporting problems outside area of responsibility to designated person.
Procedures	Procedures may be written, verbal, computer-based or in some other form. They include: • all work instructions • standard operating procedures • formulas/recipes

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RANGE STATEMENT	
	• batch sheets • temporary instructions • any similar instructions provided for the smooth running of the plant. For the purposes of this Training Package, 'procedures' also includes good operating practice as may be defined by industry codes of practice (eg Responsible Care) and government regulations.
Health, **safety and environment** (**HSE**)	All operations to which this unit applies are subject to stringent health, safety and environment requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between Performance Criteria and HSE requirements, the HSE requirements take precedence.

Unit Sector(s)

Unit sector	Operational/technical

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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PMASUP440B Commission/recommission plant

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the commissioning of new plant/pipeline or the re-commissioning of significantly modified plant/pipeline. This unit does not cover startup of a plant/ pipeline after a shutdown, unless there have been major changes to the plant during the shutdown. For a normal startup use *PMAOPS411B Manage plant shutdown and restart*.

Application of the Unit

Application of the unit	In a typical scenario, a new plant/pipeline or a major plant/pipeline upgrade is to be commissioned/recommissioned with a leading plant technician taking a significant role. The technician is involved in the design of the plant/plant modifications and the planning of the startup. Being 'involved in' could mean participating in design meetings or HAZOPS or reviewing/checking the design for operability issues or checking the HAZOP outcomes. This does not preclude the inclusion of 'turnkey' type projects, provided the technician has had a role in the plant design, eg checking operability, suitability for local conditions. This competency includes all equipment associated with the new/modified plant. The technician would not normally have a 'hands on' operating role for all items of equipment, but may have a 'hands on' role for major items of equipment. More importantly, the technician will have an overall role and would be expected to have an understanding of the function of all items of equipment in the plant so that detailed directions can be given plant operators who are performing the 'hands on' role during the commissioning/recommissioning. This competency is typically performed by experienced technicians, likely to be the leaders of an operational team. This may include working in conjunction with a design team, or reviewing final design to ensure plant/ pipeline meets operational requirements and for the purpose of commissioning or recommissioning plant/pipelines. As commissioning is usually a team activity, the technician will take a lead technical role, rather than undertake all aspects on an individual basis.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to/review the design of plant/ equipment.	1.1. Apply process understanding to the design process 1.2. Identify the role and purpose of the plant and equipment 1.3. Ensure design meets the identified need 1.4. Identify process conditions and apply to hazard and operability studies 1.5. Undertake investigations following hazard studies 1.6. Record and report findings.
2. Take part in commissioning planning.	2.1. Ensure the work is coordinated effectively with others involved on the work site 2.2. Obtain materials necessary to complete the work and check against job requirements

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ELEMENT	PERFORMANCE CRITERIA
	2.3. Obtain tools and equipment necessary to carry out the work and check for correct operation and safety 2.4. Prepare plans to ensure that procedures are performed in the correct sequence 2.5. Obtain approvals where necessary from appropriate authorities.
3. Participate in acceptance of plant/ equipment.	3.1. Undertake pre-commissioning activities 3.2. Complete safety acceptance documentation 3.3. Identify, record and report problems or non-conformance 3.4. Conduct trials/test runs 3.5. Record and report performance data.
4. Commission system.	4.1. Bring the plant/plant systems/pipeline on line 4.2. Make and report adjustments 4.3. Prepare reports in accordance with legislative and company requirements to maintain the historical record.
5. Evaluate results and identify modifications.	5.1. Identify modifications and improvements required 5.2. Check specifications, procedures and training material match the final system/procedures 5.3. Complete documentation and report to appropriate personnel.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This describes the essential skills and knowledge and their level, required for this unit.
Required skills
• hazard analysis • completing plant records • communication • problem solving.
Required knowledge
Competence to include the ability to apply and explain: • HAZOP (or similar) study process and the interpretation of findings

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REQUIRED SKILLS AND KNOWLEDGE

• results and impact of a HAZAN (or similar) study
• the process of hazard identification, risk assessment and control
• hierarchy of control
• sources of hazard information (such as Material Safety Data Sheets)
• principles of operation of equipment
• interpretation of design drawings, schematics and manuals
• physics and chemistry relevant to the plant and the materials processed or produced
• process parameters and limits, eg temperature, pressure, flow, pH
• duty of care obligations
• expected problems, faults and their resolution
• possible alarms and actions
• any known or expected plant process idiosyncrasies
• all items on a schematic of the plant and the function of each
• correct methods of starting, stopping, operating and controlling process
• corrective action appropriate to the problem cause
• function and troubleshooting of major components and their problems
• types and causes of problems to be expected
• principles of operation of instrumentation
• principles of basic control systems
• distinguish between the following problem sources, and their avoidance:
  • chemical
  • instrument
  • equipment (electrical/mechanical)
  • maintenance.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment of this unit should include demonstrated competence on actual plant and equipment in a work environment. The unit will be assessed in as holistic a manner as is practical and may be integrated with the assessment of other relevant units of competency. Simulation may be required to allow for assessment

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EVIDENCE GUIDE	
	of parts of this unit. It is possible that a simulation will be required to ensure that the technician is competent before taking a significant role in a commissioning activity. Commissioning is an infrequent and often frenetic activity and so it may not be practical or equitable to wait for an actual commissioning to occur to use this as the basis for assessment. Simulation should be based on the actual plant and will include walk-throughs of the relevant competency components. Simulations may also include the use of case studies/ scenarios and role plays. This unit of competency requires a significant body of knowledge which will be assessed through questioning and the use of what-if scenarios both on the plant (during demonstration of normal operations and walk-throughs of abnormal operations) and off the plant.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Competence must be demonstrated in the ability to recognise and analyse potential situations requiring action and then in implementing appropriate corrective action. The emphasis should be on the ability to stay out of trouble rather than on recovery from a disaster. Consistent performance should be demonstrated. In particular look to see that: • potential problems are recognised • the range of possible causes can be identified and analysed and the most likely cause determined • appropriate action is taken to ensure commissioning stays on schedule • obvious problems in related plant areas are recognised and an appropriate contribution made to their solution. These aspects may be best assessed using a range of scenarios/case studies/what-ifs as the stimulus with a walk-through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations which may have been generated from the past incident history of the plant, incidents on similar plants around the world, hazard analysis activities and similar sources.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios/case studies/what-ifs will be required as will a bank of questions which will be used to probe the reasoning behind the observable actions.
Method of assessment	In all plants it may be appropriate to assess this unit concurrently with relevant teamwork and communication units. In a major hazard facility, it may be appropriate to assess this unit concurrently with relevant OHS units.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Range Statement

RANGE STATEMENT	
The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the Performance Criteria, is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs if the candidate, accessibility of the item, and local industry and regional contexts.	
Appropriate authorities	Appropriate authorities may include: • local councils • road authority • sewerage and stormwater authorities • providers of services such as electricity, water and telephones.
Codes of practice/ standards	Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.
Plant	Plant covers on or off shore plant, well heads and also transmission pipelines or similar.

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RANGE STATEMENT	
Commissioning	Commissioning refers to the start-up of a new plant or plant unit and the associated equipment for the first time.
Commissioning/re-commissioning activities	Commissioning/recommissioning activities may include: • trial running of equipment • use of trial materials in plant • safe introduction of process materials to plant • producing product within specification • bringing plant to design rates • solving operational problems • disposal of waste generated in the start-up.
Documentation	Documentation may include: • operating procedures • OHS and environmental legislative requirements • manufacturer specifications • appropriate authority approvals • quality assurance inspection and test reports.
Health, safety and environment (HSE)	All operations to which this unit applies are subject to stringent health, safety and environment requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between Performance Criteria and HSE requirements, the HSE requirements take precedence.
Plant/pipeline systems	Plant/pipeline systems may include: • pipes • valves • operating units • electrical and electronic components • PLCs/DCS control (programmable logic controllers, distributed control systems) or other plant controls • cathodic protection • pressure/flow/temperature etc regulation and meters.
Pre-commissioning	Pre-commissioning activities may include: • checking plant is built to design • ensuring plant is safe to operate

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RANGE STATEMENT	
	• ensuring plant area is clean and clear of debris • ensuring the plant internals are clean and clear of debris • functional checking of equipment and ancillaries.
Procedures	All operations are performed in accordance with standard operating procedures. Procedures may be written, verbal, computer-based or in some other form. They include: • all work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions • any similar instructions provided for the smooth running of the plant. For the purposes of this Training Package, 'procedures' also includes good operating practice as may be defined by industry codes of practice (eg Responsible Care) and government regulations.

Recommissioning	Recommissioning refers to the start-up of an existing plant following major modifications, rebuild or reconfiguration.
	This competency unit includes functions such as :
	• liaison with relevant personnel such as manufacturers, engineering personnel, designers, contractors and maintenance and other company personnel
	• participation in/reviewing of hazard studies, which may include:
	  • hazard and operability studies (HAZOP)
	  • hazard analysis studies (HAZAN)
	• participation in/reviewing of design or modification plans

Tools, **materials and equipment**	Tools, materials and equipment may include: • hand tools, including power operated • other power operated tools • plant • emergency equipment • electrical and electronic test equipment

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RANGE STATEMENT	
	• gas detectors • air compressor • water pump.

Unit Sector(s)

Unit sector	Support/generic

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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PMASUP540B Analyse equipment performance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This competency covers the analysis of the performance, and performance verification, of existing equipment.

Application of the Unit

Application of the unit	In a typical scenario an experienced technician will set up and operate performance verification trials and then analyse the results to determine actual compared to theoretical performance of equipment and equipment components. It includes: • calculating the theoretical performance of an item of equipment • gathering data to determine the actual performance of the item of equipment • calculation of actual versus theoretical performance • making recommendations as to the appropriate action to be taken based on the performance verification results. This competency is typically performed by a senior technician who will take the lead in the data gathering phase and then analyses the data.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine theoretical performance.	1.1. Identify item of plant or equipment to be analysed 1.2. Locate and interpret design specification 1.3. Identify process materials being processes/to be processed during verification trial 1.4. Determine process material properties under process conditions 1.5. Calculate theoretical performance of component(s) with that material under those conditions.
2. Conduct trial.	2.1. Design verification trial to be compatible with theoretical analysis 2.2. Determine measurements needed from trial to yield required data 2.3. Select equipment suitable to give required measurements 2.4. Arrange for verification trial with relevant process personnel 2.5. Set up required measurement equipment 2.6. Supervise trial and ensure trial conditions are appropriate 2.7. Collect trial data for analysis.
3. Verify performance of plant/equipment.	3.1. Compare theoretical with actual performance 3.2. Determine significance of variation between

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ELEMENT	PERFORMANCE CRITERIA
	theoretical and actual performance 3.3. Investigate any suspicious results and take appropriate action.
4. Recommend required action.	4.1. Determine appropriate action to bring performance to desired level 4.2. Initiate the corrective action in accordance with company procedures. 4.3. Determine measures to increase equipment productivity 4.4. Re-check performance after corrective action is implemented.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This describes the essential skills and knowledge and their level, required for this unit.
Required skills
Competence, for the practical completion of the job, includes the ability to: • calculate equipment and component performance from the design specification • determine equipment and design performance from practical trials • determine the 'limiting component' in the performance of an item of equipment or a process • determine possible performance of an item of equipment/process if practical improvements were made to the 'limiting item'.
Required knowledge
Knowledge and understanding of the materials, equipment and process sufficient to predict their interactions and their impacts on performance. Knowledge of the enterprise procedures and policies along with the ability to implement them within appropriate time constraints and in a manner relevant to the job. Knowledge of: • methods of identifying and calculating theoretical performance • ways of trialling, trial design and implementation • methods of data analysis to determine trial outcomes • methods of interpreting information deduced from trial data.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment of this unit should include demonstrated competence on actual plant and equipment in a work environment. The unit will be assessed in as holistic a manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations which will include disruptions to normal, smooth operation. Assessment might typically be by an analysis project. This unit of competency requires a significant body of knowledge which will be assessed through questioning and the use of what-if scenarios both on the plant and off the plant.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Competence must be demonstrated in the ability to carry out the analysis without undue disruption to the process. Consistent performance should be demonstrated. In particular look to see that: • trial design is appropriate • data taken during trial matches that required for the analysis • the analysis is carried out in a structured manner • recommended changes can be justified based on the comparison of trial and theoretical data.
Context of and specific resources for assessment	Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of projects will be required as will a bank of questions which will be used to probe the reasoning behind the observable actions.
Method of assessment	In all plants it may be appropriate to assess this unit concurrently with relevant teamwork and communication units.

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EVIDENCE GUIDE	
	In a major hazard facility, it may be appropriate to assess this unit concurrently with relevant OHS units.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Range Statement

RANGE STATEMENT	
The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the Performance Criteria, is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.	
Codes of practice/ standards	Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.
Context	This competency unit includes the analysis of plant, equipment and equipment components. This competency applies to all work environments and sectors within the chemical, hydrocarbons and oil refining industry, but does require both a theoretical/ mathematical and a practical analysis of the process. The competency does not require a knowledge of industry sectors and materials other than that in which the technician works. It assumes an understanding of the operation of all relevant equipment and processes but does not necessarily require them to be used personally. Typical problems include: • worn equipment/components • validation of new equipment/components to design specification • performance analysis in order to upgrade process performance.
Health, safety and environment (HSE)	All operations to which this unit applies are subject to stringent health, safety and environment requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between Performance Criteria and HSE requirements, the HSE requirements take precedence.

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Unit Sector(s)

Unit sector	Support/generic

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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PSPETH002 Uphold and support the values and principles of public service

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPETHC401A Uphold and support the values and principles of public service. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to contribute to an ethical workplace and participate in ethical decision making.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would generally work independently and as part of a team, where they may have some supervisory responsibilities. They would perform complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Ethics

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Contribute to an ethical workplace	1.1 Access, interpret and apply information on ethical values. 1.2 Discuss and confirm application of ethical values and principle with senior management and colleagues to ensure common understanding and application. 1.3 Assist others to access and use public sector ethics legislation and guidelines to ensure compliance with requirements. 1.4 Explain the differences between ethics and personal beliefs to others to encourage understanding and compliance with the principles of procedural fairness. 1.5 Identify and discuss with work colleagues hypothetical work practices that would constitute unethical conduct including strategies to avoid or deal with them.
2. Participate in ethical decision-making	2.1 Identify real and potential ethical problems, and the decision-making processes used to resolve or refer them. 2.2 Monitor and access information to ensure currency in ethical knowledge. 2.3 Develop judgment through involvement in workplace discussions or ongoing professional development related to ethical standards and practices. 2.4 Support staff to contribute to ethical discussions and problem-solving. 2.5 Use processes for preventing and reporting unethical conduct and assist others in their application.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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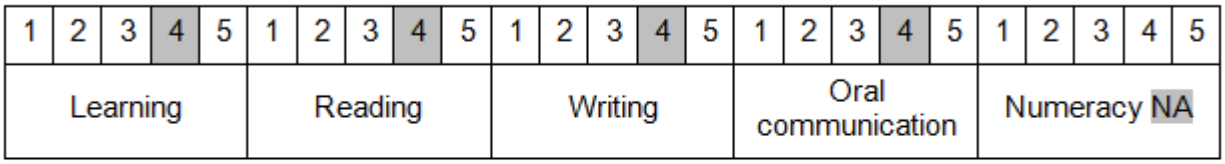
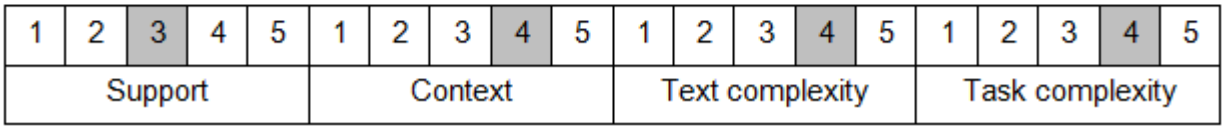
ACSF levels indicative of performance :



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPETHC401A Uphold and support the values and principles of public service.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPETH002 Uphold and support the values and principles of public service

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. The candidate must demonstrate evidence of performance of the following on at least one occasion:

- accessing legislation and codes of ethics electronically or in hard copy
- applying objective and impartial evaluation of ethical problems
- preparing written reports that contain information that is impartial, substantiated, accurate and complete
- adjusting communication methods to suit different audiences

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- the nature of public sector ethics and ethical values as opposed to personal beliefs/value systems
- fundamental ethical principles including at least one of:
  - natural justice
  - procedural fairness
  - respect for persons
  - responsible care
- equal employment opportunity, equity and diversity principles
- procedures and protocols for reporting unethical conduct

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN001 Work in a public sector environment

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV201B Work in a public sector environment. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to work as a trainee or new employee in the public sector. It includes accessing and using legislation, guidelines and organisational information, working with a diverse range of people and investigating career options.

This unit applies to those commencing work in generalist or specialist roles across the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team under supervision, performing routine tasks in familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Access and use legislation and guidelines	1.1 Access the range of legislation and guidelines common to employment in a public sector organisation. 1.2 Identify the key principles contained in the legislation and guidelines. 1.3 Clarify information in order to confirm own understanding. 1.4 Apply the principles contained in legislation and guidelines to individual workplace practice.
2. Access and use organisational information	2.1 Identify the staffing and organisational structure. 2.2 Identify and clarify procedures for dealing with staff at all levels of the organisation. 2.3 Identify procedures for dealing with clients. 2.4 Identify sources of assistance and types of assistance available from each source.
3. Work with diversity	3.1 Demonstrate appreciation of the differences between colleagues through workplace behaviour. 3.2 Use effective communication styles to take account of workplace diversity and reflect the principles of emotional intelligence. 3.3 Make contribution to the workgroup to utilise personal strengths and take any opportunities provided to develop new competencies. 3.4 Meet the requirements of multicultural awareness and anti discrimination legislation.
4. Investigate career options	4.1 Identify personal working and learning styles, values and attitudes and weigh against the requirements of current and potential work opportunities. 4.2 Identify and prioritise personal work goals. 4.3 Seek advice on future work/career options. 4.4 Identify a range of possible career paths and undertake initial planning to map out broad competency areas and experiences required to pursue them. 4.5 Plan personal development to prepare for career options. 4.6 Seek and access learning opportunities in line with personal work goals.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	**4**	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	3	**4**	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA					

Performance variables:

1	**2**	3	4	5	1	2	**3**	4	5	1	2	3	**4**	5	1	2	**3**	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV201B Work in a public sector environment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN001 Work in a public sector environment

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing and identifying information
- scanning techniques to locate main ideas
- reading written materials, including manuals and codes of practice
- using interpersonal communication including negotiating strategies to clarify understanding
- recognising own and others' emotions in the workplace

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation, regulations and guidelines
- organisation guidelines and procedures
- principles of cultural awareness, workplace diversity and emotional intelligence and their application in the workplace
- codes of conduct
- principles of personal career planning

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN003 Deliver a service to clients

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV203B Deliver a service to clients. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to provide service to clients within a prescribed framework. It includes matching client service to needs and delivering client service.

This unit applies to those working as generalist or specialist public sector workers but may be applied to other similar roles.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision and in a team environment while performing routine tasks in mostly familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Match service to client needs	1.1 Access and obtain information on the client base. 1.2 Use information on the client base and its needs to match services to clients. 1.3 Identify particular needs of clients to enable targeted service delivery. 1.4 Match requests from clients to the appropriate service from a defined range of options. 1.5 Report problems in matching service delivery to clients to supervisor.
2. Deliver client service	2.1 Provide client service that meets client needs within the limitations of resources. 2.2 Respond to client enquiries promptly and in accordance with accepted practice and standards of the organisation. 2.3 Tailor service and communication techniques to the specific needs of clients. 2.4 Deal with complaints from clients and difficult situations. 2.5 Maintain client confidentiality as part of service delivery where required. 2.6 Collect data to assist in evaluating whether client needs have been met.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV203B Deliver a service to clients.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN003 Deliver a service to clients

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- communicating with a diverse range of internal and external clients including negotiating, explaining and clarifying
- solving problems
- tailoring delivery to meet specific client needs

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector policies, procedures and guidelines related to client service delivery
- current practice in client service delivery in the public sector
- organisational client service charter, standards and procedures
- limitations of resources for service delivery
- public sector legislation, including work health and safety and environment in the context of client service delivery

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN007 Use technology in the workplace

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV207B Use technology in the workplace. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to perform various applications of technology and their use to achieve work outcomes. It includes selecting, using and maintaining technology.

This unit applies to those working in generalist or specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work in teams or autonomously, performing routine tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Select and use technology	1.1 Assess the technology requirements of tasks and select technology and/or software applications in accordance with task requirements and available workplace resources. 1.2 Adjust work area and use furniture and equipment in accordance with ergonomic requirements. 1.3 Use manuals, training booklets, online or telephone assistance or help desks to overcome basic difficulties with technology, and refer more complex problems for assistance. 1.4 Secure technology and data.
2. Maintain technology	2.1 Carry out and/or arrange routine maintenance to ensure that technology is maintained in accordance with manufacturers' instructions. 2.2 Correct or report equipment faults in accordance with manufacturers' instructions and service agreements. 2.3 Replace technology consumables as they are used in accordance with manufacturers' instructions. 2.4 Use technology and dispose of used consumables in accordance with government and organisational environmental policies.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV207B Use technology in the workplace.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN007 Use technology in the workplace

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- planning technology use
- identifying work requirements and selecting the equipment and software application of best fit in terms of timeliness, cost effectiveness and occupational health and safety conditions
- using a keyboard
- using communication to request advice, receive feedback and work with others
- applying problem solving in relation to routine problems
- following manufacturers' instructions

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, procedures and guidelines relating to the use of technology in the workplace
- work health and safety procedures and regulations
- logon, backup, virus protection and shutdown procedures for computer equipment
- basic technical terminology in relation to reading manuals and help files
- methods of detecting faults in and solving problems with business technology

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN009 Work effectively in the organisation

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV301B Work effectively in the organisation. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to work effectively in a public sector organisation with a focus on self-management. It includes evaluating and developing your own expertise, identifying career options, working within the organisational structure and culture, and managing your own work.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work in teams or autonomously, performing routine tasks in familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Evaluate and develop own expertise	1.1 Make self-assessment of work-related competencies by reflecting on own workplace experience and training, and from monitoring feedback on performance in the workplace. 1.2 Undertake research to identify possible careers and compare the requirements of these careers with current skill base and development opportunities available within the organisation and across the public sector. 1.3 Identify areas requiring competency development by comparing current competencies with the competency requirements of current or anticipated duties. 1.4 Set personal learning goals and monitor progress towards them. 1.5 Identify and access potential competency recognition or development opportunities. 1.6 Maintain records of competency development and convey work-related competencies and experience to relevant people as required.
2. Work within the organisational structure and context	2.1 Develop and use a comprehensive knowledge of the organisation's structure and function. 2.2 Develop and use an understanding of the organisation's context. 2.3 Identify the work unit's position in the organisational structure, examine its relationship with other organisational work units and determine any protocols, difficulties or special requirements. 2.4 Identify and confirm the contribution of the work role and the work unit to the organisation's vision, goals and outcomes. 2.5 Undertake work in a manner that has regard for the workgroup position and the organisation's structure, functioning, culture and vision.
3. Manage own work	3.1 Identify, clarify and prioritise individual work goals. 3.2 Identify and manage risks to the achievement of personal work outcomes in accordance with organisational risk management requirements. 3.3 Select work strategies with regard to applicable work parameters. 3.4 Monitor progress with work against set goals, strategies and outcomes. 3.5 Achieve work goals and revise work plans to attend to ongoing or new responsibilities.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	**4**	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	**3**	4	5
Learning					Reading					Writing					Oral communication					Numeracy					

Performance variables

1	2	**3**	4	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	**3**	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV301B Work effectively in the organisation.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN009 Work effectively in the organisation

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking self-reflection
- communicating with diverse audiences including discussion of competency recognition or development needs
- presenting/reporting information to others
- writing including work plans, curriculum vitae, records, reports, referrals
- reading and interpreting organisational materials
- planning and time management
- using numeracy skills to manage time and undertake mathematical tasks embedded in information or instructions

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including work health and safety and environment, regulations, policies, procedures and guidelines relating to work in the public sector
- competency requirements of current duties
- principles of career planning/development and taking responsibility for own learning and development
- self-assessment techniques
- alternative work strategies

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- range of learning and development strategies
- the organisation's risk management procedures

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN011 Build and maintain internal networks

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV303B Build and maintain internal networks. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to build and maintain internal networks. It includes identifying key internal stakeholders, building network links and participating in internal networks.

This unit applies to those working in a role where the exchange of information between workgroups depends on building and maintaining good internal networks.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit will be working independently where some support is available from a mentor, performing routine tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify key internal stakeholders	1.1 Identify key internal stakeholders and their needs, expectations and roles. 1.2 Identify organisational synergies of networking with key internal stakeholders.
2. Build network links with key internal stakeholders	2.1 Establish and use effective new network links between self and key internal stakeholders. 2.2 Identify and maintain existing effective links between key internal stakeholders and identify and initiate strategies to expand them. 2.3 Use networking strategies to maintain internal networks.
3. Participate in internal networks	3.1 Provide information to internal stakeholders to ensure an understanding of own role and to exchange information to increase workgroup effectiveness. 3.2 Obtain and assess internal stakeholder input and feedback and act upon if necessary. 3.3 Seek assistance to deal with any misunderstandings or conflict situations that arise within internal networks.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV303B Build and maintain internal networks.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN011 Build and maintain internal networks

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to public sector environment
- using interpersonal and group communication, including negotiation and consultation, within diverse internal networks using formal and informal organisational channels
- identifying and obtaining assistance to resolve conflicts in a networking context

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including work health and safety and environment, regulations, policies, procedures and guidelines relating to work in a public sector environment
- organisational structure and protocols
- principles of interpersonal, group, system and organisational communication
- principles of conflict resolution

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN014 Organise workplace information

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV307B Organise workplace information. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to organise information in the workplace. It includes collecting, assessing, organising and disseminating information.

This unit applies to those working in an environment where they are required to manage information as part of their role.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit will be working as part of a team or independently where support is available for more complex situations. They will perform routine tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Collect and assess information	1.1 Gather and record information within specified timeframes. 1.2 Check information for accuracy. 1.3 Follow confidentiality and privacy procedures.
2. Organise and provide information	2.1 Store and organise information and materials. 2.2 Maintain accurate, up-to-date records in an approved organisational format. 2.3 Organise information following security procedures for access by relevant staff. 2.4 Sort, distribute and communicate incoming information and materials within the area of responsibility and within appropriate timeframes.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV307B Organise workplace information.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN014 Organise workplace information

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- establishing and maintaining filing systems
- applying computer technology to data storage, security, retrieval and presentation
- undertaking basic statistical and numerical manipulation
- problem-solving and referring problems if required

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including work health and safety and environment
- policies, procedures and guidelines relating to information handling in the public sector, including confidentiality, privacy, security and freedom of information
- organisational information handling and storage procedures
- electronic and manual filing systems

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN023 Deliver and monitor service to clients

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV402B Deliver and monitor service to clients. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to identify client needs, deliver a service, monitor through feedback and then review the service.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would be working under supervision, performing routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify and define client needs	1.1 Identify services required by client, ensuring needs of clients are recognised and addressed. 1.2 Identify potential difficulties and address or refer for recommended action.
2. Deliver client service	2.1 Respond to client enquiries. 2.2 Tailor communication to the situation and the client's specific needs. 2.3 Negotiate or use conflict resolution techniques to resolve difficult situations, or refer where appropriate. 2.4 Undertake remedial actions for clients with specific needs or in potential areas of difficulty. 2.5 Use accountability measures, including the organisational client service charter, client service records, grievance procedures and/or external review.
3. Monitor and improve client service delivery	3.1 Monitor service delivery and use feedback to and from colleagues to improve personal service. 3.2 Convey changes in policies and procedures that impact upon client relations. 3.3 Seek advice and assistance where necessary, to deal with client service issues, meeting changing needs and achieving service potential.
4. Review client service	4.1 Monitor procedural aspects of service delivery and maintain records. 4.2 Seek client feedback and propose changes in response to feedback on service development and delivery. 4.3 Carry out modifications to client service within limits and area of responsibility.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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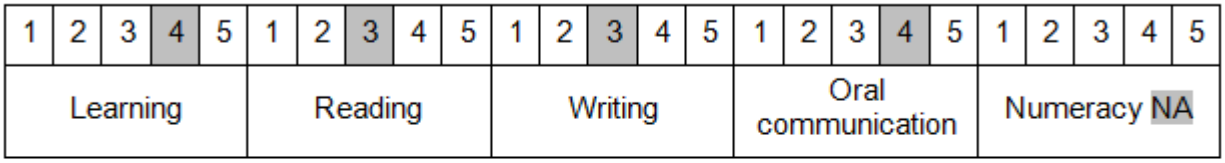
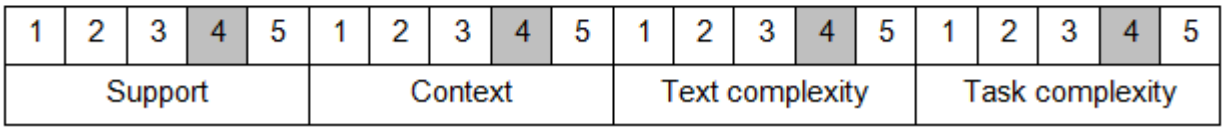
ACSF levels indicative of performance :



Performance variables



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV402B Deliver and monitor service to clients.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN023 Deliver and monitor service to clients

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to client service
- using communication methods with a diverse range of clients including negotiation and problem solving
- using a variety of words and language structures to explain sometimes complex ideas to different audiences
- analysing feedback on client service delivery
- recommending improvements to client service delivery within organisational constraints

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, policies, procedures, standards and guidelines relating to client service
- principles of effective client service delivery
- client services provided by the organisation
- limitations of resources for service delivery

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN024 Use resources to achieve work unit goals

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV403B Use resources to achieve work unit goals. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to organise available resources at a senior operative level to facilitate achievement of work unit objectives. It includes acquiring and applying available resources, monitoring and reporting on resource usage and maintaining resources.

This unit applies to those working in senior roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, supervising others performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Acquire and apply available resources	1.1 Identify available resources and fill gaps in accordance with work unit plans. 1.2 Apply procedures that promote efficient, economical and effective allocation and distribution of resources. 1.3 Handle resources in accordance with established work practices and guidelines.
2. Monitor and report on resource usage	2.1 Monitor and report on trends in resource usage. 2.2 Maintain records of resource usage. 2.3 Operate relevant financial and resource management systems. 2.4 Identify resource shortfalls and make recommendations to address these.
3. Maintain resources	3.1 Maintain resources in accordance with manufacturers' guidelines and service contracts. 3.2 Organise maintenance of resources to facilitate work practices and outcomes. 3.3 Develop contingency plans to ensure operational continuity.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV403B Use resources to achieve work unit goals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN024 Use resources to achieve work unit goals

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, policy and guidelines relating to resource usage, storage and maintenance
- communicating with diverse people on resource related matters, including maintenance contractors, work unit members, managers
- monitoring outcomes

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation including WHS and environment and sustainability, regulations, policies, procedures and guidelines relating to resource usage
- operational procedures for accessing, storing, maintaining and using resources
- security and fraud control guidelines
- stock handling procedures

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN027 Gather and analyse information

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV406B Gather and analyse information. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to collect and analyse information to achieve work unit objectives and meet client needs. It includes identifying and collecting information, analysing and interpreting information, developing and applying workable solutions, presenting information and maintaining information.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify and collect information	1.1 Identify nature, extent and purpose of required information. 1.2 Identify and access internal and external sources to produce required information. 1.3 Collect, organise, record and report information. 1.4 Organise information collected in a way that enables easy access and retrieval by other staff.
2. Analyse and interpret information	2.1 Evaluate information and its sources for relevance and validity to business and/or client requirements. 2.2 Analyse information as required to identify key issues. 2.3 Carry out detailed analysis of information as required using relevant techniques including mathematical calculations.
3. Develop and apply workable solutions	3.1 Develop workable solutions to business and/or client requirements. 3.2 Communicate or implement proposed solutions as required. 3.3 Report and present information in required medium using relevant technology.
4. Maintain information	4.1 Maintain information and records to ensure data and system integrity using a range of standard and complex information systems and operations. 4.2 Reconcile routine data and records as required. 4.3 Identify and correct inadequacies in system/s relating to information retrieval or reported to relevant staff as required.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV406B Gather and analyse information.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN027 Gather and analyse information

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing and using information ethically and legally
- using manual and computerised techniques for information management
- applying computer technology to data storage, security, retrieval and presentation
- using basic statistical and numerical manipulation
- using critical analysis techniques
- communicating with colleagues and supervisors
- presenting information in different ways
- using problem solving techniques and referring problems as required

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment
- policies, procedures and guidelines relating to information handling in the public sector, including confidentiality, privacy, security, freedom of information
- data collection and management procedures
- organisational information handling and storage procedures
- cultural aspects of information and meaning
- sources of public sector work-related information
- economic, legal, security and social issues surrounding the use of information

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- public sector standards
- electronic and manual filing systems
- databases and data storage systems

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN033 Use advanced workplace communication strategies

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV412A Use advanced workplace communication strategies. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to use advanced workplace communication strategies. It includes dealing with complex enquiries and/or complaints, giving directions, managing meetings and giving presentations.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit will be working independently, with possible supervisory responsibilities, performing complex task in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Deal with complex enquiries and/or complaints	1.1 Establish relationship with the client by displaying understanding towards client needs, and the nature of complaint and/or enquiry by listening, questioning and confirming. 1.2 Record complaint and/or enquiry, and verify with the client. 1.3 Obtain documentation to support complaint and/or enquiry if required. 1.4 Identify action available under organisational policies, and follow procedures to respond to and resolve complaint and/or enquiry. 1.5 Identify and refer complaints and/or enquiries that require other personnel or external organisations' input to resolve. 1.6 Advise client of action taken to resolve the complaint and/or enquiry and record.
2. Give directions	2.1 Give ethical, lawful and reasonable directions to others, and protect staff from reprisals for refusing directions to act unethically. 2.2 Give directions and confirm understanding of directions. 2.3 Resolve problems or refer if required. 2.4 Provide feedback on implementation.
3. Manage meetings	3.1 Clarify purpose of each meeting and develop the agenda in consultation with participants. 3.2 Select procedure for each meeting and style of facilitating. 3.3 Chair meetings in accordance with agreed conventions for the type of meeting and legal and ethical requirements. 3.4 Ensure meetings are focused on the objectives of the meeting and are time efficient. 3.5 Enable participation, discussion, problem solving and resolution of issues by all those present. 3.6 Summarise decisions and recommendations, check for accuracy and record as required.
4. Make presentations	4.1 Make presentations to a range of audiences. 4.2 Structure presentations logically and ensure they contain relevant information to meet the purpose of the presentation. 4.3 Create, organise and select supporting materials and presentation aids to enhance audience understanding of key concepts and ideas.

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	4.4 Choose presentation strategies to match the characteristics of the target audience, the location, the resources and the personnel needed. 4.5 Evaluate effectiveness of the presentation formally and informally for the purpose of continuously improving future presentations.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV412A Use advanced workplace communication strategies.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN033 Use advanced workplace communication strategies

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- speaking and listening relating to sustained and sometimes complex communication exchanges
- taking part in interpersonal exchanges of information, with a flexible use of register and strategies for interaction
- dealing with complaints, clarifying meaning, exploring issues and using problem solving or referral
- deriving meaning from sustained oral discussions
- using observation to read non-verbal cues, especially those relating to culture, ethnicity, emotional state
- using presentation software

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, regulations, policies, procedures and guidelines relating to workplace communication
- complaints procedures
- conflict resolution techniques
- knowledge of organisation processes and hierarchy
- official communication channels
- organisational protocols and etiquette for oral communication

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- meeting formats and facilitation/chairing requirements to suit
- presentation styles to suit different audiences

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN034 Compose complex workplace documents

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV413A Compose complex workplace documents. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to compose written complex workplace documents. It includes interpreting and evaluating workplace information and editing.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently performing complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Interpret and evaluate workplace information	1.1 Seek information from inside and outside the organisation and analyse sources for reliability. 1.2 Distinguish cultural context of the information and use to aid in interpretation. 1.3 Analyse information for relevance to own work and seek assistance with interpretation of complex materials. 1.4 Identify assumed prior knowledge underpinning workplace information and gather additional information if necessary. 1.5 Advise implications of information to relevant personnel.
2. Compose complex written materials	2.1 Determine the purpose, objectives and format for the materials. 2.2 Seek, collate and assess information to inform the document. 2.3 Determine content, structure and sequencing of materials in line with the purpose and intended audience. 2.4 Consider options for inclusion. 2.5 Assess possible impact on the target audience and counter potential criticism where necessary. 2.6 Review composed material to confirm objectives, organisational and legislative requirements are met, and submit materials within required timeframes.
3. Edit written material	3.1 Confirm intent of the communication. 3.2 Check content and proofread for grammar, spelling and punctuation. 3.3 Assess communication in light of the needs of the intended audience. 3.4 Make recommendations for improvement if necessary and record. 3.5 Amend information if required, and submit for approval.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV413A Compose complex workplace documents.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN034 Compose complex workplace documents

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- integrating information from a diverse number of sources in order to generate meaning
- writing and sequencing abstract concepts according to the required purpose of written material
- linking complex ideas in written material through selection and use of words, grammatical structures, headings and punctuation appropriate to the purpose

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment
- regulations, policies, procedures and guidelines relating to written communication in the public sector, including privacy, freedom of information, information security, confidentiality and copyright
- principles of effective written communication at a high level of complexity
- differences in register/style between workplace communication for different purposes
- government style manual
- organisation protocols for complex written communication
- channels of communication and processes for obtaining advice and approvals
- organisational policy for recordkeeping – paper-based and electronic

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN035 Provide workplace mentoring

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV414A Provide workplace mentoring. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to establish and develop a professional mentoring relationship. It includes establishing the need for mentoring, developing a mentoring plan, facilitating the mentoring relationship, terminating the mentoring arrangement, and evaluating the effectiveness of mentoring.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Establish the need for mentoring	1.1 Identify purpose of the mentoring relationship. 1.2 Clarify expectations and goals of the mentoring relationship with the other party. 1.3 Identify and confirm skill sets that may be shared within the objectives of the mentoring relationship. 1.4 Negotiate and agree upon a mentoring agreement in accordance with the identified need, personal expectations and cultural or other considerations.
2. Develop a mentoring plan	2.1 Identify the scope and boundaries of the mentoring relationship. 2.2 Establish ground rules and negotiate realistic expectations. 2.3 Establish and maintain confidentiality of the relationship. 2.4 Manage the perceptions of others outside the mentoring relationship.
3. Facilitate mentoring relationship	3.1 Share personal experiences and knowledge with the person being mentored, in accordance with agreed objectives. 3.2 Support the person being mentored to develop skills in problem solving and decision making. 3.3 Use personal and professional networks to assist the person being mentored. 3.4 Assist the person being mentored to identify and access opportunities for development. 3.5 Use techniques for resolving differences without damaging the relationship, or seek assistance.
4. Monitor mentoring relationship	4.1 Provide planning assistance and guidance as requested. 4.2 Provide feedback on progress towards achieving the expectations and goals of the mentoring process. 4.3 Recognise and discuss changes in the mentoring relationship. 4.4 Negotiate and manage closure of the mentoring arrangement.
5. Evaluate effectiveness of mentoring	5.1 Establish and discuss benefits gained from the mentoring process. 5.2 Identify and report the benefits and outcomes of the mentoring arrangement for the organisation.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV414A Provide workplace mentoring.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN035 Provide workplace mentoring

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- setting goals
- engaging in relationship building including trust, confidentiality and rapport building
- using communication strategies, including listening, questioning, giving and receiving feedback

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, regulations, policies, procedures and guidelines relating to the provision of workplace mentoring in the public sector
- cultural diversity related to mentoring
- codes of conduct
- codes of ethics
- learning styles
- mentoring methodologies and strategies
- acceptable behaviour in the mentoring relationship

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN038 Identify and treat risks

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV417A Identify and treat risks. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to identify and treat risk using the organisation's risk management procedures and treatments. It applies to the risks inherent in all aspects of everyday work in the public sector as well as to specific functional activities and projects related to the particular mandate of the organisation. It includes establishing the risk context, analysing and evaluating risks and monitoring and reviewing the risk treatment plan.

This unit applies to those working in generalist or specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Establish the risk context	1.1 Establish the nature and extent of the work activity within the broader organisational context. 1.2 Identify and document outcomes to be achieved. 1.3 Analyse relationship between the activity and its environment and identify critical factors in the environment that may impact on the achievement of outcomes. 1.4 Identify and consult stakeholders to understand their opinions, concerns and needs. 1.5 Determine risk evaluation criteria for the activity.
2. Identify risks	2.1 Select method/s for identifying risks in accordance with risk management policy and procedures, budgetary and time constraints relative to the type of activity to be undertaken. 2.2 Identify and document sources of risk as required. 2.3 Identify and record risk events related to each source of risk. 2.4 Undertake consultation to ensure all possible risks are identified.
3. Analyse risks	3.1 Analyse and rate the probability of identified risks occurring and consequences. 3.2 Consider current control measures for any of the identified risks in the risk analysis, and analyse and include residual risks if necessary. 3.3 Determine levels of risk in accordance with risk matrix used by the organisation. 3.4 Consult as required to confirm risk levels, and document analysis.
4. Evaluate risks	4.1 Evaluate risks by comparing the level of risk with risk evaluation criteria established at the beginning of the risk management process. 4.2 Consider the importance of the activity, its outcomes and the degree of control over the risks. 4.3 Consider potential and actual losses which may arise from the risk. 4.4 Take into account benefits and opportunities presented by the risk. 4.5 Identify risks as acceptable or unacceptable in accordance with risk evaluation criteria, and obtain approval. 4.6 Prioritise unacceptable risks and document the reason/s for

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	acceptance of risks.
5. Treat risks	5.1 Determine options for treating risks. 5.2 Select the best treatment option and undertake a cost-benefit analysis. 5.3 Prepare, approve and communicate a risk treatment plan to those who will be involved in implementation. 5.4 Negotiate changes required to operational structure, procedures or staffing in order to implement risk treatments. 5.5 Organise resources and implement risk treatment plan.
6. Monitor and review risk treatment plan	6.1 Monitor changes in the organisational environment and factors impacting on the organisation for their impact on risks and existing risk treatments. 6.2 Monitor and adjust risk treatments for unacceptable risks as required. 6.3 Monitor acceptable risks to ensure these risk levels do not increase over time. 6.4 Consult and collect, analyse and use data relating to risks and risk treatments to improve risk management in own area of operation. 6.5 Review risk treatment plan in accordance with timetable for review of plan and updated as required. 6.6 Provide input into formal reviews of risk in the organisation to improve risk management outcomes.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV417A Identify and treat risks.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN038 Identify and treat risks

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to risk management
- researching and analysing the wider context affecting the organisation
- communicating and consulting with a diverse range of stakeholders
- estimating and arranging resources needed for implementation of risk treatments

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, regulations, policies, procedures and guidelines relating to risk management
- AS/NZS ISO 31000:2009 risk management – principles and guidelines
- HB 436:2004 (guidelines to AS/NZS 4360:2004) Risk Management Guidelines Companion to AS/NZS 4360:2004
- the organisation's risk management framework
- the relationship of risk to context – how the context may define the risks
- the importance of consultation and communication at every stage of the risk management cycle
- risk management as a core activity of everyday work in the public sector
- the diversity of risks in the public sector

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN039 Develop internal and external networks

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV418A Develop internal and external networks. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to develop and maintain effective workplace relationships and networks. It includes establishing and maintaining working relationships, and representing and promoting the organisation.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Build and maintain networks	1.1 Identify networking opportunities and pursue to maximise a range of personal industry contacts. 1.2 Communicate information regarding new network opportunities to inform colleagues and managers of the potential benefits to the organisation of involvement. 1.3 Assess the level of usefulness of existing networks against current involvement, and make adjustments to improve or downgrade relationships. 1.4 Maintain participation in professional networks and associations to obtain and maintain personal knowledge and skills.
2. Establish and maintain working relationships	2.1 Use networking strategies to establish and maintain working relationships that promote benefits consistent with organisational objectives. 2.2 Gain and maintain trust and confidence of key stakeholders through high standards of ethical practice. 2.3 Use negotiation and collaborative problem solving to achieve positive outcomes when difficult situations arise. 2.4 Establish and maintain formal and informal communication channels to exchange information and ideas. 2.5 Incorporate networking into professional and organisational planning regimes to maximise its usefulness to the organisation.
3. Represent and promote the organisation	3.1 Represent and promote the organisation’s interests and requirements using a range of strategies tailored to diverse participants in the networks. 3.2 Provide information on organisational issues, policies and practices authorised for public presentation orally and in writing in accordance with network requirements. 3.3 Seek feedback from stakeholders to identify and develop ways to improve promotional activities within available resources.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV418A Develop internal and external networks.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN039 Develop internal and external networks

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- demonstrating leadership to gain the trust and confidence of clients and colleagues
- using communication strategies, including giving and receiving feedback, reporting, maintaining effective relationships, and managing conflict
- using problem solving and negotiation to manage contingencies and achieve mutually acceptable outcomes
- reading and understanding a variety of texts
- preparing general information and papers according to target audiences
- proofreading and editing to ensure clarity of meaning and conformity to organisational requirements, checking for accuracy and consistency of information

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, regulations, policies, procedures and guidelines relating to the public sector environment
- organisational policies, plans and procedures
- principles and operations of networks
- principles of effective communication in relation to listening, questioning and non-verbal communication
- techniques for building relationships of trust including those with people from different cultures

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- techniques for facilitating mutually acceptable outcomes
- methods and techniques to prepare and present information to promote the organisation
- related organisations, agencies and networks

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN044 Develop client services

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV502B Develop client services. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to develop client services. It includes analysing client needs and reviewing, promoting and enhancing client service.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Analyse client needs	1.1 Gather information on the client group from a range of sources. 1.2 Use information on the client group to target service provision for clients. 1.3 Identify clients and their specific needs to enable the service to be provided and expanded in order to respond to changing needs. 1.4 Seek and consider client feedback in order to respond to changing needs.
2. Review client service	2.1 Record, maintain, share and use client information to ensure future client dealings and service developments are well informed. 2.2 Use client feedback on service delivery to refine the service. 2.3 Undertake client service delivery in a manner that upholds and enhances the reputation of the organisation. 2.4 Identify and address individual differences of clients. 2.5 Identify significant problems in addressing client needs and refer to appropriate staff.
3. Promote client services	3.1 Promote services to existing and/or potential clients to ensure that the benefits and costs of the service are clearly understood. 3.2 Promote a range of service options for clients. 3.3 Assist clients, using a range of communication techniques, to identify their needs and select the best available service. 3.4 Negotiate and use conflict resolution techniques to resolve difficult situations, or refer.
4. Develop and enhance client service	4.1 Ensure improvements to client service are within policy and budgetary frameworks. 4.2 Establish and implement appropriate strategies for meeting changing client needs. 4.3 Use information on the product and/or service to match client needs with service delivery. 4.4 Modify specified aspects of the service or service delivery to meet changing client and service requirements. 4.5 Adapt client service within procedural and legislative requirements to maintain high standards of delivery.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV502B Develop client services.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN044 Develop client services

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to client service
- recordkeeping and interpreting records
- monitoring and evaluation
- communicating with a diverse range of clients, including through negotiation and problem-solving
- using a variety of words and language structures to explain sometimes complex ideas to different audiences
- analysing feedback on client service delivery

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, policies, procedures, standards and guidelines relating to client service
- principles of client service delivery in the public sector
- organisation specific client services available
- organisation client service standards
- client services provided by the organisation
- organisational goals and processes
- government processes
- limitations of resources for service delivery

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN045 Coordinate resource allocation and usage

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV503B Coordinate resource allocation and usage. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to coordinate and monitor available resources to achieve work unit outcomes. It includes allocating available resources, monitoring and evaluation of resource usage and reporting on resource usage.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Monitor and evaluate resource usage	1.1 Identify, seek and allocate required resources to enable achievement of work unit objectives. 1.2 Implement systems to enable monitoring and evaluation of resource usage against targets and organisational standards. 1.3 Maintain records of resource allocation and usage. 1.4 Identify, analyse and address resource usage issues within limits of individual delegation or refer. 1.5 Allocate replacements or additional resources as required.
2. Report on resource usage	2.1 Report resource usage in required format and on a regular basis. 2.2 Complete reports to indicate the level of performance achieved and any follow up action. 2.3 Apply technology to resource management systems.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV503B Coordinate resource allocation and usage.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN045 Coordinate resource allocation and usage

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing and using legislation and guidelines relating to resource allocation and usage
- meeting organisational reporting requirements
- recordkeeping in relation to resource allocation and usage
- accessing and using information systems in the context of resource allocation and usage

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, policy and guidelines relating to resource allocation and usage
- operational procedures for accessing, storing, maintaining and using resources
- stock handling procedures
- financial management principles and procedures
- budget processes
- fraud control guidelines
- government security procedures relating to resources

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN046 Undertake research and analysis

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV504B Undertake research and analysis. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to undertake research and analysis. It includes identifying and analysing information, applying the results and maintaining and compiling reports from information systems.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify and undertake research	1.1 Define information needs based on work objectives and client and organisation requirements. 1.2 Evaluate and select potential sources of information and the format in which they are presented in line with the purpose and audience for the research. 1.3 Develop strategies to acquire required information. 1.4 Research information in a thorough way and within resource allocation. 1.5 Assess quantity, quality and relevance of initial search results and fill gaps using the same or adjusted research strategies. 1.6 Communicate the methods and outcomes of research, and the criteria used to make information decisions and choices.
2. Analyse information and apply the results of analysis	2.1 Examine, compare and evaluate information from various sources for content, structure and logic. 2.2 Select analytical techniques and processes in line with defined objectives. 2.3 Collate, consolidate and analyse information and advise senior staff of outcomes. 2.4 Identify facts, issues, patterns, interrelationships and trends through analysis in accordance with research aims. 2.5 Meet agreed project timelines and the defined standards of the organisation.
3. Maintain information systems	3.1 Maintain, validate and reconcile information systems so that data and system integrity are assured. 3.2 Maintain a range of standard and complex information systems and applications. 3.3 Review and update information systems as necessary.
4. Compile reports from information systems	4.1 Use the findings from analysing information to meet client and/or organisational needs and organisation standards. 4.2 Determine and organise content of reports in a manner that supports the purposes and format of the organisation and audience. 4.3 Sequence the reporting of results and ensure it includes predictions, assumptions and constraints where relevant.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV504B Undertake research and analysis.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN046 Undertake research and analysis

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing and using information ethically and legally
- using manual and computerised techniques for information management
- applying computer technology to data storage, security, retrieval and presentation
- undertaking statistical analysis
- using critical analysis techniques
- communicating with colleagues and supervisors
- presenting information in different ways
- applying problem solving and referring problems as required

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, policies, procedures and guidelines relating to information handling in the public sector, including confidentiality, privacy, security, freedom of information
- data collection and management procedures
- organisational information handling and storage procedures
- cultural aspects of information and meaning
- sources of public sector work-related information
- economic, legal and social issues surrounding the use of information

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- public sector standards
- standard reporting procedures
- electronic and manual filing systems
- databases and data storage systems

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN048 Support workplace coaching and mentoring

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV506A Support workplace coaching and mentoring. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to promote and support coaching and mentoring in the organisation. It includes developing a coaching and/or mentoring strategy, establishing a coaching/mentoring framework, implementing and supporting coaching/mentoring, monitoring coaching/mentoring arrangements and consolidating opportunities for further coaching/mentoring.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Develop coaching/ mentoring strategy	1.1 Research the potential for coaching and mentoring within the organisation. 1.2 Implement and promote a coaching and mentoring framework, linked to other human resource strategies in the organisation. 1.3 Outline benefits to all parties involved in coaching and mentoring, ensuring consistency with the organisation's philosophy and goals. 1.4 Establish ground rules for coaching and mentoring in the organisation. 1.5 Develop timelines for the implementation of the strategy with key stakeholders. 1.6 Seek organisational support and resources for the strategy.
2. Establish a coaching/ mentoring framework	2.1 Identify a range of coaching/mentoring models to suit the organisation's needs. 2.2 Arrange training for those interested in being coaches, coached, mentors and/or mentored. 2.3 Develop and monitor the requirements of coaching and mentoring contracts/agreements in accordance with the strategy. 2.4 Identify the range of stages in coaching and mentoring relationships and ensure flexibility in the framework. 2.5 Formalise protocols for matching participants and dealing with difficulties, disputes and grievances.
3. Implement and support coaching and mentoring	3.1 Promote the value of coaching and mentoring at all levels of the organisation. 3.2 Identify opportunities for mentoring and coaching and communicate to interested parties. 3.3 Use internal and external networks to support coaching and mentoring. 3.4 Suggest techniques and practices for resolving differences without damaging relationships, or provide assistance.
4. Monitor coaching and	4.1 Encourage people involved in coaching and mentoring to reflect on organisational processes, organisational support and their

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mentoring arrangements	activities to identify opportunities for improvement and innovation. 4.2 Evaluate and implement recommendations made for improvements in the coaching/mentoring strategy as necessary.
5. Consolidate opportunities for further coaching and mentoring	5.1 Recognise and acknowledge positive contributions of individuals to coaching and mentoring arrangements. 5.2 Celebrate and reward positive changes created through coaching and mentoring arrangements. 5.3 Identify and promote ongoing opportunities for coaching and mentoring.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV506A Support workplace coaching and mentoring.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN048 Support workplace coaching and mentoring

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to workplace coaching and mentoring
- undertaking research and analysis
- using effective communication with a diverse workforce including active listening, giving and receiving feedback

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, regulations, policies, procedures and guidelines relating to workplace coaching and mentoring including privacy and freedom of information
- codes of ethics
- code of conduct
- policy and procedures for specific environment
- human resource strategies that link to a coaching/mentoring strategy
- strategic goals and direction/plan
- principles and practices of coaching and mentoring that need to be addressed in the organisational strategy
- coaching/mentoring methodologies and strategies

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN049 Undertake negotiations

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV507A Undertake negotiations. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to undertake negotiations. It includes planning and finalising negotiation outcomes.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan for negotiation	1.1 Clarify the purpose of the negotiation and the issue/s under consideration with affected personnel and through analysis of all related information. 1.2 Identify primary needs and desired outcomes of all parties. 1.3 Determine the organisation's position in consultation with senior personnel, and devise a negotiation approach based on an analysis of the strengths and weaknesses of the position. 1.4 Collect, analyse and organise information relating to the negotiation, including any precedents. 1.5 Agree upon timeframe and logistics, develop a negotiation plan and communicate to other staff, if any, involved in the negotiation team.
2. Conduct negotiation	2.1 Agree upon the issue/s under consideration and the negotiation process to be used with all parties and document. 2.2 Use negotiation techniques to persuade the other party of the strength of the argument in favour of the organisation's position. 2.3 Modify the negotiation plan if necessary to respond to contingencies. 2.4 Select and use techniques for dealing with conflict or deadlocks in accordance with the negotiation plan and the progress of the negotiation. 2.5 Discuss options for resolving the issue and determine the acceptability of these to the parties.
3. Finalise negotiation outcomes	3.1 Reach an agreed conclusion, document and obtain sign-off by the parties. 3.2 Report negotiation outcomes and debrief stakeholders if required. 3.3 Determine any further action required as a result of agreement and action. 3.4 Review the negotiation process and outcomes, and document lessons learnt for future use.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV507A Undertake negotiations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN049 Undertake negotiations

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to negotiating in the public sector
- communicating with diverse stakeholders including the other party, team members and senior management
- communicating by listening, questioning, establishing rapport and responding
- applying decision making and problem-solving
- adjusting quickly to new information or unexpected questions and attitudes

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, regulations, policies, procedures and guidelines relating to negotiations in the public sector
- sources of organisational information
- delegations and lines of authority
- decision making
- negotiation techniques
- conflict resolution
- recordkeeping requirements for negotiations

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN053 Provide leadership

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV511A Provide leadership. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to achieve operational results and effective working relationships through leadership, feedback and support of individuals in a workgroup that may exist in the workplace, be formed for a special purpose or project, or consist of community members, volunteers and/or interagency members. It includes facilitating commitment to objectives and required standards, contributing to the development of a cooperative, high performance workgroup, giving and receiving feedback on performance, supporting and participating in development activities, and providing leadership, direction and guidance in the workgroup.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously with management responsibilities performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Facilitate commitment to objectives and required standards	1.1 Discuss and clarify the organisation's vision, strategic objectives and required standards of performance with others in accordance with the needs, communication and learning styles of workgroup members. 1.2 Establish the purpose, objectives, roles and responsibilities in the workgroup. 1.3 Model commitment to objectives and standards to provide leadership and develop workgroup commitment. 1.4 Model and promote equal employment opportunity, workplace health and safety, diversity management and participative work practices within the workgroup.
2. Contribute to the development of a cooperative, high performance workgroup	2.1 Encourage, acknowledge and consider work contributions or suggestions. 2.2 Support workgroup members to use, share and develop their skills according to work requirements. 2.3 Facilitate work allocation within the group on the basis of current skills and development needs. 2.4 Consult with workgroup members in the implementation of new work practices. 2.5 Resolve conflict and other issues which affect performance within the workgroup wherever possible, or refer.
3. Give and receive feedback on performance	3.1 Seek feedback from others outside the workgroup on personal and workgroup performance, and give open and constructive responses to feedback. 3.2 Gather and provide regular constructive feedback on all aspects of work performance from and to the workgroup. 3.3 Assess and address performance and recognise and/or reward notable performance. 3.4 Address under performance of self and others. 3.5 Use feedback to continuously improve performance and outcomes.
4. Support and	4.1 Develop, agree upon and implement an action plan to meet

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participate in development activities	individual and group learning and development needs. 4.2 Support individuals to identify their specific learning and/or development needs. 4.3 Encourage and support workgroup members to take advantage of development opportunities in accordance with their needs. 4.4 Access learning and development opportunities to continuously improve own leadership skills and other identified development needs. 4.5 Provide on-the-job learning opportunities in accordance with individual needs and to the required standard. 4.6 Encourage and support workgroup members in applying new skills and knowledge in the workplace.
5. Provide leadership, direction and guidance in the workgroup	5.1 Use participative decision making in developing, implementing and reviewing the work of the group and the distribution of responsibilities, where appropriate. 5.2 Give opportunities and encouragement to workgroup members to develop new and innovative work practices and strategies. 5.3 Provide workgroup members with the support, leadership, advice and policy direction necessary to perform work. 5.4 Allocate tasks in accordance with the competencies of workgroup members, and delegate autonomy and authority as appropriate. 5.5 Vary leadership and guidance strategies to meet changing priorities and situations, and take into account the differing needs and skills of individuals and the requirements of the tasks and workplace.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV511A Provide leadership.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN053 Provide leadership

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations, policies, procedures and guidelines
- undertaking problem solving in a team environment
- using transparent decision making
- communicating with a diverse workplace including listening, facilitating, negotiating, mentoring

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, regulations, policies, procedures and guidelines relating to the public sector
- principles of effective team operation
- principles of facilitation and empowerment
- group processes
- group dynamics
- range of leadership styles and the application of these to suit different groups and tasks
- learning and development in the workplace

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN054 Use complex workplace communication strategies

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV512A Use complex workplace communication strategies. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to use complex workplace communication for working at middle management level with internal and external clients, colleagues and other staff. It includes preparing for complex communication, analysing and responding to opinions, presenting a convincing argument, and developing a range of communication strategies.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously with management responsibilities performing complex tasks, in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for complex communication	1.1 Clarify communication objectives, confirm those to be present and identify the communication mode. 1.2 Undertake analysis to anticipate the likely positions to be taken by those present on the matters under discussion. 1.3 Research and organise subject matter, identify and record key points to be conveyed, and summarise information to counter other positions. 1.4 Identify and incorporate requirements of legislation, policy and guidelines relevant to the discussion.
2. Analyse and respond to opinions	2.1 Evaluate discussion to identify impartiality, bias or unsupported argument. 2.2 Record points of view of other speakers and present information to counter opposing views. 2.3 Analyse reaction to speakers and their point of view to identify and manage emotional reactions and maintain objectivity. 2.4 Examine opposing or challenging views for their value in achieving the same ends. 2.5 Use active listening and questioning to clarify own understanding, challenge or justify other points of view.
3. Present a convincing argument	3.1 Choose communication approach to suit the given audience. 3.2 Assert prepared position with conviction and purpose. 3.3 Adjust verbal and non-verbal behaviour to maintain listener interest if the audience is unresponsive. 3.4 Use questions to elicit feedback and check audience understanding. 3.5 Respond to audience questions and arguments and support answers by reasoned explanation. 3.6 Negotiate agreement where possible, concluding with a summary of agreed items.
4. Develop a range of communication strategies	4.1 Seek feedback from others and assess the outcomes of communication. 4.2 Record and use lessons learnt to underpin future interactions. 4.3 Develop and practise language structures and features that influence audiences to a preferred point of view. 4.4 Explore and practise communication strategies for a range of

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	workplace applications.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV512A Use complex workplace communication strategies.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN054 Use complex workplace communication strategies

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to communication in the public sector
- analysing and using language structures and features that influence the interpretation of spoken communication
- interacting confidently with groups on familiar topics in formal and informal workplace situations
- clarifying meaning, exploring issues and problem solving

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, regulations, policies, procedures and guidelines relating to communication in the public sector
- the power and effect of spoken language
- knowledge of organisation processes and hierarchy
- techniques to deal with opposing views and positions
- emotional intelligence techniques
- organisational protocols and etiquette for communication in meetings
- communication strategies to suit different audiences
- ways to influence the interpretation of spoken communication

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN055 Refine complex workplace documents

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV513A Refine complex workplace documents. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to refine complex written workplace communication at a level where preliminary research or documents may have been prepared by others as input, and final documents are being prepared. It includes critical analysis of workplace information, composition, revision and refinement to meet workplace requirements.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Analyse information	1.1 Test information for relevance, reliability, consistency and usefulness to the task. 1.2 Separate fact from opinion and identify underlying values and beliefs. 1.3 Take into account cultural context of the information in the analysis. 1.4 Recognise stereotypes, bias, prejudice and motive. 1.5 Draw conclusions and prepare and submit a critical analysis with supporting evidence.
2. Refine complex documents	2.1 Confirm the purpose, audience and objectives of complex documents. 2.2 Approve structure and content of document in line with the purpose and intended audience. 2.3 Undertake a risk assessment and implement risk management in relation to document preparation and content, in accordance with the nature and classification of the material. 2.4 Analyse information and/or documents provided by others for bias, gaps, the influence of values, attitudes and context, conflicting advice and/or evidence and political implications. 2.5 Synthesise information and prepare and submit documents. 2.6 Provide feedback to contributors of documents to improve future input.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV513A Refine complex workplace documents.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN055 Refine complex workplace documents

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- reading and writing at a level to cope with complex and sensitive workplace materials
- using spelling, punctuation and grammar for workplace documents at an experienced level
- providing feedback on other people's work in ways suited to the diversity of the workplace, including creation of learning opportunities to improve research/document input
- implementing ergonomic requirements for office work

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment
- regulations, policies, procedures and guidelines relating to written communication in the public sector, including privacy, freedom of information, information security, confidentiality, copyright and intellectual property
- critical analysis of complex information
- politically and culturally sensitive documents
- organisational requirements for complex written documents
- government style manual requirements

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN057 Develop and use political nous

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV515A Develop and use political nous. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to develop and use political nous to navigate and succeed in the political environment of the public sector. It includes identifying the political terrain, evaluating the political environment, forming alliances, and bargaining and negotiating to achieve outcomes.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, while performing complex tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify the political terrain	1.1 Identify and take into account stakeholder positions. 1.2 Analyse corporate politics to identify agendas and players. 1.3 Develop and utilise awareness of political agendas, both open and hidden. 1.4 Locate the current agenda in the wider context to appreciate the big picture and provide more than one perspective. 1.5 Identify and confirm the impact of the agenda on the work area.
2. Evaluate the political environment	2.1 Source information from inside and outside the organisation, and confirm its authenticity and reliability. 2.2 Analyse the political, social and economic environment and take into account emerging trends and current and possible future goals of the organisation.
3. Form alliances	3.1 Identify power structure and sources of power in the organisation and the wider public sector. 3.2 Identify people prepared to trade mutual support and assess the benefits. 3.3 Weigh the risks and benefits of possible alliances. 3.4 Lobby interested groups and/or individuals to gain support and acceptance of ideas and/or courses of action. 3.5 Build influence with key policy makers, decision makers and key influencers.
4. Bargain and negotiate to achieve outcomes	4.1 Develop sound positions with supporting arguments. 4.2 Formulate responses to possible contradictory positions. 4.3 Negotiate and refine positions with feedback from the negotiation process. 4.4 Achieve consensus with others for one’s position. 4.5 Implement outcomes.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV515A Develop and use political nous.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN057 Develop and use political nous

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking research and analysis
- participating in communication activities, including negotiating, consulting, influencing, bargaining, resolving conflict and networking
- applying risk management strategies

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, regulations, policies, procedures and guidelines relating to the public sector environment
- organisational policies and procedures
- organisational and public sector power structures and sources of power
- macro view of agendas, positions, and power
- government directions and agendas

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN070 Persuade and influence opinion

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV605A Persuade and influence opinion. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to persuade and influence opinion in high-level workplace communication for working at a senior level with internal and external clients, colleagues and other staff. It includes preparing for high-level communication, critically analysing and responding to opinions, persuading and influencing others, and reflecting on and honing communication strategies.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously consulting others as required, performing sophisticated tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for high-level communication	1.1 Clarify communication objectives, confirm those to be present and identify communication mode. 1.2 Anticipate the likely attitudes of and positions to be taken by those present on the matters under discussion. 1.3 Consider communication styles of those to be present and assess their effect on the tone and likely progress of the discussion. 1.4 Undertake critical self-evaluation of communication strengths and vulnerabilities and compare with other participants' in planned encounters. 1.5 Research and organise subject matter, identify key messages and plan tactics to use personal strengths and maximise outcomes.
2. Critically analyse and respond to opinions	2.1 Listen to others critically and responsively to evaluate complex levels of meaning in spoken communication and to identify bias or unsupported argument. 2.2 Note tone, style, non-verbal elements and points of view of speakers and consider their use in influencing and affecting particular outcomes. 2.3 Analyse reaction to speakers and their point of view to identify and manage emotional triggers and maintain objectivity. 2.4 Welcome opposing or challenging views and examine them for their value in achieving the same ends. 2.5 Examine communication for subtext, significant inclusions and exclusions, socio-cultural values, attitudes and assumptions. 2.6 Explore complex concepts and ideas to clarify understanding, and to challenge and justify interpretations based on underlying assumptions, beliefs and values.
3. Persuade and influence others	3.1 Choose a communication approach to maximise effect with the given audience. 3.2 Assert sustained points of view with determination and conviction. 3.3 Modify content and approach when speaking to an unresponsive audience, and handle diversions and unexpected questions

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	confidently. 3.4 Use a variety of verbal and non-verbal behaviour to explain abstract ideas and expand on complex issues. 3.5 Respond to complex questions and arguments with reasoned explanation. 3.6 Handle disagreements or conflicting personalities objectively and negotiate agreements where possible, concluding with positive summaries of achievement.
4. Reflect on and hone communication strategies	4.1 Seek feedback from others, assess outcomes and analyse underlying interactions and motivations. 4.2 Analyse own vulnerability to emotional and other seductive appeals dispassionately. 4.3 Articulate and use lessons learnt to underpin future interactions. 4.4 Develop and practise sophisticated language structures and features that influence audiences. 4.5 Explore and practise creative and innovative communication strategies for a range of workplace applications.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV605A Persuade and influence opinion.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN070 Persuade and influence opinion

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to communication in the public sector
- analysing and using language structures and features that influence the interpretation of spoken communication
- interacting responsively, critically and confidently with both familiar and unfamiliar groups on specialised topics in formal and informal workplace situations
- speaking with confidence and listening critically

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, regulations, policies, procedures and guidelines relating to communication in the public sector
- the power and effect of spoken language
- stylistic devices and their ethical use for calculated effect
- the ways in which socio-cultural factors, language features and structures, and non-verbal elements combine to influence the interpretation of spoken communication

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN077 Apply public sector financial policies and processes

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPFIN501A Apply public sector financial policies and processes. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to have detailed knowledge of the public sector financial framework, a working knowledge of external requirements and the application of these to work in a specialist finance role in the public sector. It includes identifying and implementing public sector requirements for financial services.

This unit applies to those working in the public sector with specialist knowledge of public sector financial framework and its applications.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously with some supervision of others, performing complex tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify public sector requirements for financial management	1.1 Identify the elements of the public sector financial management compliance framework as these relate to the organisation and confirm requirements regarding the application of them. 1.2 Identify delegation requirements relating to work functions throughout the organisation. 1.3 Identify and clarify internal financial control principles and operational mechanisms within the organisation with senior finance staff. 1.4 Locate public sector financial policies and procedures relating to the work role and the organisation and identify the requirements of them.
2. Implement public sector financial management requirements	2.1 Provide financial services. 2.2 Provide advice, within the limits of responsibility, regarding public sector financial policies and procedures and accounting standards. 2.3 Develop and review organisational procedures to reflect the requirements of public sector financial policy, guidelines and procedures. 2.4 Differentiate levels of delegation, assess work situations and explain and implement delegation requirements relating to functions. 2.5 Apply internal control mechanisms within an organisational context.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPFIN501A Apply public sector financial policies and processes.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN077 Apply public sector financial policies and processes

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- reading complex and formal documents, including legislation, policies, procedures, and accounting standards, and providing advice on their interpretation and application
- adjusting communication to suit different audiences
- using financial applications for entering data and preparing reports requiring accuracy of expression
- applying delegations
- working in accordance with public sector industry benchmarks
- accessing information and legislation electronically or in hard copy
- applying environmental and work health and safety procedures relating to working in the public sector
- applying numeracy skills and reading and interpreting financial information

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including work health and safety and environment, policies and processes relating to public sector finance
- public sector financial management compliance framework (detailed knowledge) and the relationship of the elements of the framework
- documents that make up the financial management compliance framework
- delegations and why the public sector uses them

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- internal controls, mechanisms for internal controls and why these are used
- separation of duties
- corporate governance requirements/relationship of financial management compliance framework to organisational structures
- service level agreements
- accrual accounting principles
- ethics/code of conduct

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN082 Coordinate public affairs events and activities

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPA502A Coordinate public affairs events and activities. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to coordinate public affairs events and activities. It includes planning and implementing events and activities, and evaluating implementation and outcomes.

This unit applies to those working in public affairs, managing relationships with the media.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently in consultation with others, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan events and activities	1.1 Analyse broad public affairs objectives for the organisation to ensure that events and activities advance those objectives. 1.2 Determine the range and types of public affairs events or activities in line with broad public affairs objectives, and obtain approvals. 1.3 Determine objectives and target audience/s for each event and activity in line with organisational requirements. 1.4 Develop project plans to identify the requirements for all aspects of events and activities and to assign responsibilities. 1.5 Assess risks and likely contingencies and address their management in project plans. 1.6 Develop criteria and measures to monitor progress and evaluate achievement of objectives.
2. Implement events and activities	2.1 Obtain resources and implement plans. 2.2 Brief personnel to be involved and coordinate speeches as required. 2.3 Coordinate events and activities. 2.4 Handle contingencies in accordance with organisational risk management arrangements identified in the planning for events or activities.
3. Evaluate implementation and outcomes	3.1 Evaluate coordination and planning of individual events and activities, and document lessons learned to improve future planning. 3.2 Assess events and activities in terms of their effectiveness in reaching the target audience/s and achieving desired target audience response. 3.3 Assess implementation in terms of achieving individual objectives and meeting criteria for each event or activity. 3.4 Assess the outcomes of events or activities in terms of achieving broad public affairs objectives for the organisation.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPPA502A Coordinate public affairs events and activities.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN082 Coordinate public affairs events and activities

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to public affairs
- planning and coordinating events/activities for different audiences
- publicising events and activities to encourage public participation
- preparing speeches
- applying procedures relating to work health and safety and the environment and sustainability in the context of public affairs

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including work health and safety and the environment, regulations, policies, procedures and guidelines in the context of public affairs
- event planning and coordination
- using the mass media
- evaluation in the context of public affairs events and activities

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN083 Manage public affairs

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPA601A Manage public affairs. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to manage public affairs. It includes contributing to public affairs scope and direction, planning and managing public affairs programs, developing crisis management strategies and handling high-profile events.

This unit applies to those working in the public sector managing public affairs.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently supervising others, while performing complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Contribute to public affairs scope and direction	1.1 Conduct an environmental scan to identify public affairs issues and needs for the organisation. 1.2 Identify target audiences for public affairs action. 1.3 Develop public affairs objectives and programs in line with the organisation's business and strategic plans. 1.4 Develop criteria and measures for assessing objectives. 1.5 Identify resourcing requirements and negotiate the scope of public affairs activities in accordance with organisational priorities and resource constraints.
2. Plan and manage public affairs program	2.1 Develop operational plan for public affairs to integrate strategies and coordinate communications and activities. 2.2 Develop schedules for communications and activities that are flexible enough to provide for contingencies and emerging issues. 2.3 Define responsibilities and accountabilities, and identify reporting requirements and benchmarks for monitoring the program. 2.4 Implement and monitor public affairs program to ensure progress or make changes to achieve the program objectives. 2.5 Evaluate results in terms of media coverage, penetration and desired audience response, identify reasons for variations and make changes to improve results.
3. Develop crisis management communication strategies	3.1 Assess organisational activities and operations to identify potential crisis factors and evaluate risk management strategies. 3.2 Explore and determine the composition of a crisis communication team in terms of required specialist knowledge and guidance. 3.3 Identify training needs for potential spokespersons and organise media training. 3.4 Identify individuals and groups who must be contacted in crisis situations, establish lines of communication and confirm their roles and responsibilities. 3.5 Develop crisis management action plan and submit for approval.
4. Handle high-profile events	4.1 Undertake public affairs strategic planning for high-profile events. 4.2 Involve outside groups, partners, the media and business in sponsoring/supporting special events as required. 4.3 Apply and explain protocol standards to others as required to

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	ensure a positive organisational outcome from high-profile events. 4.4 Oversee and support the involvement of managers, staff and government representatives in high-profile events. 4.5 Prepare speeches and statements for management and other officials for special events or in times of crisis.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPA601A Manage public affairs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN083 Manage public affairs

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to public affairs
- planning and setting objectives
- undertaking strategy development
- documenting crisis management communication strategies and protocols, including post crisis communication to inform crisis management action plans
- establishing and maintaining relationships inside and outside the organisation
- communication including consulting, negotiating and liaising with diverse groups
- applying procedures relating to work health and safety and the environment in the context of public affairs

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including work health and safety and the environment, regulations, policies, procedures and guidelines relating to public affairs
- public affairs capability and how this relates to organisational objectives
- event management
- requirements of crisis management communication strategies

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN084 Provide public affairs advisory service

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPA602A Provide public affairs advisory service. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to provide a public affairs advisory service to management that provides a direct unfiltered link to trends, public opinion and perspectives. It includes advising on sensitive situations, advising on reactions to organisational action and advising on organisational materials.

This unit applies to those working as public affairs advisors to management within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently in consultation with others, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Advise on sensitive situations	1.1 Maintain close communication with national, regional and local media to identify and anticipate issues of significance to the organisation. 1.2 Identify and assess trends, public opinion and perspectives for their impact on the organisation. 1.3 Provide advice on sensitive issues as they arise and on emerging issues that may be politically sensitive for the organisation. 1.4 Ensure advice is based on well-researched background information, is objective and meets the organisation's needs. 1.5 Ensure advice includes strategies for dealing with sensitive situations while maintaining confidentiality, and handling breaches of confidentiality.
2. Advise on reactions to organisational action	2.1 Analyse proposed organisational policies, programs and actions for their impact on clients and/or the public. 2.2 Provide advice on anticipated or actual public and media reaction to proposed organisational changes. 2.3 Include in advice given strategies for ensuring full understanding of the benefits of change, minimising damage to the organisation's image and reputation, and recommendations to counter negative publicity. 2.4 Provide candid, objective and confidential advice.
3. Advise on organisational materials	3.1 Analyse draft materials produced by the organisation for political, social or economic issues relevant to the government as a whole, the intended audience and/or the public. 3.2 Identify cultural context of the information in terms of its relevance or otherwise to the target audience and the general population. 3.3 Identify stereotypes, bias, prejudice and motive and highlight for amendment. 3.4 Identify key issues, separate fact from opinion and explore underlying values and beliefs. 3.5 Synthesise information and prepare advice or feedback to ensure

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	publications meet organisational standards and contribute to public affairs outcomes.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPA602A Provide public affairs advisory service.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN084 Provide public affairs advisory service

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to public affairs
- analysing organisational policy, core business and client group for potential sensitive issues
- using discretion and judgment with sensitive issues
- providing candid confidential advice
- analysing and interpreting organisational materials to advise on changes to address sensitive issues
- applying procedures relating to work health and safety and the environment in the context of public affairs

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including work health and safety and the environment, regulations, policies, procedures and guidelines relating to public affairs
- maintaining relationships with key media contacts
- journalistic and interpretive writing
- strategies to deal with sensitive situations to defend the organisation’s position in the face of criticism

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN085 Manage media relationships

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPA603A Manage media relationships. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to manage media relationships to enable the organisation's services and achievements to be recognised and to deal with sensitive issues as they arise. It includes liaising with media personnel, negotiating media coverage, monitoring media coverage and preparing spokespersons for media interaction.

This unit applies to those working in public affairs, managing relationships with the media.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently in consultation with others, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Liaise with media personnel	1.1 Obtain information on local, regional and national media contacts and keep up to date. 1.2 Confirm processes and procedures for dealing with the media, and establish requirements for format, presentation and deadlines for information. 1.3 Establish communication processes to develop mutual trust and cooperation, and to foster awareness of public affairs events and activities. 1.4 Provide information that is reliable and represents the current position of the organisation or situation to the media. 1.5 Handle situations where serious errors or misquoting occurs.
2. Negotiate media coverage	2.1 Assess the potential level of interest in particular events, and make activities and communications, and media selections to maximise coverage and achieve public affairs objectives. 2.2 Identify the form of information and preferred message positions to maximise media coverage. 2.3 Give notice to the media of the timing of events and activities, and provide contact information to enable confirmation of details. 2.4 Negotiate media coverage.
3. Monitor media coverage	3.1 Assess options for monitoring media coverage and select based on organisational requirements and value for money. 3.2 Develop and implement procedures for monitoring media performance, and recommend actions that address variations from expected performance. 3.3 Evaluate media coverage in terms of effectiveness in achieving message placement objectives, anticipated impact and public affairs objectives.
4. Prepare spokespersons for media interaction	4.1 Brief spokespersons on the characteristics, communication techniques and potential impact of media interviews for newspapers, radio and television. 4.2 Brief spokespersons on interview approaches and the techniques of specific interviewers.

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	4.3 Establish objectives with spokespersons for interview outcomes in planned situations in order to communicate specific information. 4.4 Provide responses and techniques for achieving positive communication outcomes in unplanned media interactions. 4.5 Prepare spokespersons for crisis situations in accordance with crisis communication plans and responsibilities.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPA603A Manage media relationships.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN085 Manage media relationships

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to public affairs
- using communication methods and strategies with diverse groups, including consultation, liaison, advice, negotiation
- assessing and providing newsworthy information
- applying procedures relating to work health and safety and environment in the context of public affairs

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation, including work health and safety and the environment, regulations, policies, procedures and guidelines relating to public affairs
- the importance of relationships with key media contacts
- the range of media and the usefulness of each for particular information or messages
- organisational procedures for dealing with the media

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGOV201B Work in a public sector environment

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the requirements for entry into/working as a trainee in the public sector. It includes compliance with the principles of public sector legislation and guidelines, the use of public sector and organisational procedures when dealing with others at work, respect for individual differences and career planning.

In practice, working in a public sector environment may overlap with other generalist or specialist public sector work activities such as communicating with others, delivering client service, using resources, handling information.

The unit serves as the introductory unit of competency in the *Working in Government* competency themes of *Effective Work* and *Diversity*, and in the Competency Fields of *Ethics&Accountability*, and *Legislation&Compliance*, so provides the introductory unit for:

- PSPGOV301B Work effectively in the organisation
- PSPGOV308B Work effectively with diversity
- PSPGOV310A Work in and with small, regional and remote organisations
- PSPETHC301B Uphold the values and principles of public service
- PSPLEGN301B Comply with legislation in the public sector
-
- No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Access and use legislation and guidelines**	1.1 The range of ***legislation*** and ***guidelines*** common to employment in a public sector organisation is accessed. 1.2 The ***key principles*** contained in the legislation and guidelines are identified. 1.3 Information is clarified in order to confirm own understanding. 1.4 Work is undertaken in accordance with the principles contained in legislation and guidelines.
2. **Access and use organisational information**	2.1 The staffing and organisational structure is identified. 2.2 Procedures for dealing with staff at all levels of the organisation are identified and clarified. 2.3 Procedures for dealing with ***clients*** are identified. 2.4 ***Sources of assistance*** are identified, and types of assistance available from each source are identified. 2.5 Work is carried out within ***organisational procedures***.
3. **Work with diversity**	3.1 Appreciation of the ***differences*** between ***colleagues*** is demonstrated through workplace behaviour. 3.2 Communication styles are used to take account of workplace diversity and reflect the principles of ***emotional intelligence***. 3.3 Contribution to the workgroup is made to utilise personal

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ELEMENT	PERFORMANCE CRITERIA
	strengths and take any opportunities provided to develop new competencies.
	3.4 The requirements of multicultural awareness and anti-discrimination legislation are met.
4. Investigate career options	4.1 Personal working and learning styles, values and attitudes are identified and weighed against the requirements of current and potential work opportunities.
	4.2 Personal work goals are identified and prioritised.
	4.3 ***Advice*** is obtained on future work/career options.
	4.4 A range of possible career paths is identified and initial planning undertaken to map out broad competency areas and experiences required to pursue them.
	4.5 Personal development is planned to prepare for career options.
	4.6 Learning opportunities are sought and accessed in line with personal work goals.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- accessing and identifying information
- scanning techniques to locate main ideas
- reading written materials such as manuals and codes of practice
- responding to diversity, including gender and disability
- using interpersonal communication including negotiating strategies to clarify understanding
- recognising own and others' emotions in the workplace
- using information technology and the Internet
- applying public sector legislation such as occupational health and safety and environmental procedures in the workplace

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- public sector legislation, regulations and guidelines
- organisation guidelines and procedures
- principles of cultural awareness, workplace diversity and emotional intelligence

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and their application in the workplace
- codes of conduct
- equal employment opportunity, equity and diversity principles
- principles of personal career planning

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPGOV202B Use routine workplace communication techniques
  - PSPGOV203B Deliver a service to clients
  - PSPGOV204B Access and use resources
  - PSPGOV205B Participate in workplace change
  - PSPGOV206B Handle workplace information
  - PSPGOV208A Write routine workplace materials
  - PSPOHS201B Follow workplace safety procedures

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- completing work in a range of (3 or more) public sector contexts, such as different work functions or roles (or 3 or more occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to work in the public sector
- case studies and workplace scenarios to capture the range of situations likely to be encountered when working in a public sector environment

Where and how to

Valid assessment of this unit requires:

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assess evidence	• a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when working in a public sector environment, including coping with difficulties, irregularities and breakdowns in routine • completing work in a range of (3 or more) public sector contexts, such as different work functions or roles (or 3 or more occasions, over time). Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as: • people with disabilities • people from culturally and linguistically diverse backgrounds • Aboriginal and Torres Strait Islander people • women • young people • older people • people in rural and remote locations. Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of: • case studies • portfolios • questioning • scenarios • simulation or role plays • authenticated evidence from the workplace and/or training courses.
For consistency of assessment	Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.	
Legislation may include:	• anti-discrimination

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	• duty of care • employee relations • employment • equal employment opportunity • fraud control • freedom of information • government security management • occupational health and safety • privacy • public sector management • whistleblowers protection • workplace diversity • workplace harassment • international legislation/codes of practice
Guidelines may include:	• public sector standards • relevant public sector code of ethics • organisational code of conduct • organisational mission and values statements • organisational procedures/guidelines • government policy • Ministerial directions • directives from head of organisation • standard operational procedures
Key principles may include:	• honesty and integrity • confidentiality and non-disclosure of official information • security of information, resources, facilities and people • due care and diligence • avoiding conflicts of interest • obeying lawful and reasonable direction • compliance with the law
Clients may include:	• the public • private enterprise • other public sector organisations • internal clients • the Minister
Sources of assistance may include:	• colleagues • immediate supervisor • line management • human resources personnel • workplace representatives/union personnel
Organisational	• mission and values statements

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procedures may include:	• organisational charts • strategic plans • business unit and work area plans • customer service charters • induction materials • standard operating procedures • relevant workplace agreements • disciplinary processes • grievance procedures • advertising materials • Internet and/or intranet web pages
Individual differences may include:	• age • cultural background • disability • educational level • ethnicity • expertise • family responsibilities • gender • interests • interpersonal approach • language • life experience • marital status • personality • physical ability • political orientation • religious belief • sexual orientation • socio-economic background • thinking/learning styles • work experience • working styles
Colleagues may include:	• peers • junior staff • internal stakeholders • external stakeholders/clients/customers • supervisors and senior management

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Emotional intelligence is:	• widely recognised as the ability of an individual to monitor their own and others' emotions in a social or work environment, to discriminate among the emotions and to use the information to guide their thinking and actions • characterised by self-awareness (personal), self-management (personal), social awareness (social) and relationship management (social)
Advice may include:	• formal/informal performance appraisals • feedback from supervisors and colleagues • reflection/comment on personal goals • vocational/career counselling

Unit Sector(s)

Not applicable.

Competency field

Working in Government.

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PSPGOV204B Access and use resources

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the use of resources required to achieve work objectives. It includes accessing and using resources and administering physical resource usage.

In practice, accessing and using resources may overlap with other generalist or specialist public sector work activities such as communicating in the workplace, delivering client service, using technology, handling information, etc.

This is one of 5 units of competency in the *Working in Government* and *Management* Competency Fields that deal with resources. Related units are:

- PSPGOV305B Access and use resources and financial systems
- PSPGOV403B Use resources to achieve work unit goals
- PSPGOV503B Coordinate resource allocation and usage
- PSPMNGT602B Manage resources
-

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Access and use resources	1.1 ***Resources*** required to achieve work outcomes are identified and accessed in accordance with ***legislation and organisational policy and procedures***. 1.2 Resources are used efficiently and effectively and in accordance with legislation, organisational policy and procedures.
2. Administer physical resources	2.1 Supplies and materials required to support the operation of the workgroup are obtained and maintained. 2.2 ***Records*** of resource usage are maintained as required by the organisation/work unit. 2.3 Orders are processed in a timely manner and in accordance with defined organisational procedures. 2.4 Supplies and materials are stored in accordance with organisational procedures and to reduce theft and fraudulent activity.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

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- recordkeeping
- reading materials such as legislation and operational procedures related to resources and finances
- completing and processing orders requiring both literacy and numeracy
- securing information and resources
- responding to diversity, including gender and disability
- applying public sector legislation such as occupational health and safety and environment in the context of resource use

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- public sector legislation and operational procedures relating to accessing and using resources
- security requirements for resources, facilities, people and information
- principles of fraud control in the public sector
- principles of financial management and stock handling
- occupational health and safety requirements
- environmental and sustainability requirements
- equal employment opportunity, equity and diversity principles

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPGOV201B Work in a public sector environment
  - PSPGOV202B Use routine workplace communication techniques
  - PSPGOV203B Deliver a service to clients
  - PSPGOV206B Handle workplace information
  - PSPGOV207B Use technology in the workplace
  - PSPGOV208A Write routine workplace materials
  - PSPOHS201B Follow workplace safety procedures

Overview of evidence

In addition to integrated demonstration of the elements and their

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requirements	related performance criteria, look for evidence that confirms: • the knowledge requirements of this unit • the skill requirements of this unit • application of Employability Skills as they relate to this unit • resources accessed and used in a range of (3 or more) contexts (or occasions, over time)
Resources required to carry out assessment	These resources include: • legislation, policy, procedures and protocols relating to resource access and use • case studies and workplace scenarios to capture the range of situations likely to be encountered when accessing and using resources
Where and how to assess evidence	Valid assessment of this unit requires: • a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when accessing and using resources, including coping with difficulties, irregularities and breakdowns in routine • resources accessed and used in a range of (3 or more) contexts (or occasions, over time). Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as: • people with disabilities • people from culturally and linguistically diverse backgrounds • Aboriginal and Torres Strait Islander people • women • young people • older people • people in rural and remote locations. Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of: • demonstration • portfolios • projects • questioning • scenarios • simulation or role plays • authenticated evidence from the workplace and/or training courses
For consistency of	Evidence must be gathered over time in a range of contexts to

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assessment	ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Resources may include:	• information, knowledge and other intellectual resources • finances • facilities • equipment • stock and supplies • dealing with other organisations' requirements

Legislation, ***organisational policy and procedures*** may include:	• State/Territory and Commonwealth legislation and regulations such as:
	  • public sector management acts
	  • financial management acts
	  • privacy legislation
	  • freedom of information
	  • copyright
	  • equal employment opportunity, anti-discrimination and harassment legislation
	  • occupational health and safety legislation
	• consumer legislation
	• environmental legislation
	• risk management guidelines
	• ethics and accountability standards
	• public sector standards
	• fraud control standards
	• government security standards
	• organisational policy, procedures and protocols

Records may include:	• computerised and manual • financial statements • mail • file maintenance • stock list control

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	• order forms • petty cash forms

Unit Sector(s)

Not applicable.

Competency field

Working in Government.

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PSPGOV207B Use technology in the workplace

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers various applications of technology and their use to achieve work outcomes. It includes selecting, using and maintaining technology.

In practice, using technology in the workplace may overlap with other generalist or specialist public sector work activities such as working in a public sector environment, communicating in the workplace, delivering client service, using resources, etc.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Select and use technology	1.1 The technology requirements of tasks are assessed and ***technology*** and/or ***software applications*** are selected in accordance with task requirements and available workplace resources.
	1.2 Work area, furniture and equipment are adjusted and used in accordance with ergonomic requirements.
	1.3 Technology/software is ***used*** to achieve work outcomes in accordance with organisational ***guidelines*** and occupational health and safety requirements.
	1.4 Manuals, training booklets, online/telephone assistance or help-desks are used to overcome basic difficulties with technology, and more complex problems are referred for assistance in accordance with organisational policy and procedures.
	1.5 Technology and data are secured in accordance with legislation, policy and procedures.
2. Maintain technology	2.1 ***Routine maintenance*** is carried out and/or arranged to ensure that technology is maintained in accordance with manufacturers' instructions and organisational requirements.
	2.2 ***Equipment faults*** are corrected or reported in accordance with manufacturers' instructions and service agreements.
	2.3 Technology consumables are replaced as they are used in accordance with manufacturers' instructions and organisational requirements.
	2.4 Use of technology and disposal of ***used consumables*** meets government and organisational ***environmental policies***.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for

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this unit.

Skill requirements

Look for evidence that confirms skills in:

- planning technology use
- identifying work requirements and selecting the equipment and software application of best fit in terms of timeliness, cost effectiveness, occupational health and safety conditions
- using a keyboard
- using a range of technology applications
- using communication to request advice, receive feedback and work with others
- applying problem solving in relation to routine problems
- following manufacturers' instructions
- responding to diversity, including gender and disability
- applying public sector legislation such as occupational health and safety and environment in the context of using workplace technology

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, procedures and guidelines relating to the use of technology in the workplace
- occupational health and safety procedures and regulations
- logon, backup, virus protection and shutdown procedures for computer equipment
- basic technical terminology in relation to reading manuals and help files
- methods of detecting faults in and solving problems with business technology
- equal employment opportunity, equity and diversity principles

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to any of the generalist public sector specific units at Certificate II or above, particularly:
  - PSPGOV201B Work in a public sector environment
  - PSPGOV202B Use routine workplace communication

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techniques
- PSPGOV203B Deliver a service to clients
- PSPGOV204B Access and use resources
- PSPGOV205B Participate in workplace change
- PSPGOV206B Handle workplace information
- PSPGOV208A Write routine workplace materials

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- use of equipment and application of software in a range of (3 or more) contexts (or occasions, over time).

The unit relates to the application of technology as a transferable competency. It is not necessary to assess (or address) an exhaustive range of equipment, rather attention should be given to the different kinds of technology that can be used and the selection of the 'technology of best fit' for the task. (Is it better/more economical to print one master copy, and photocopy multiples, or print multiple copies direct from the computer? I need a graph - do I use a word processing or spreadsheet application?)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the use of technology in the workplace
- case studies and workplace scenarios to capture the range of situations likely to be encountered when using technology in the workplace

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when using technology in the workplace, including coping with difficulties, irregularities and breakdowns in routine
- correct use of equipment and application of software in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women

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- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from workplace training courses

For consistency of assessment	Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Technology covers all equipment used in the workplace and may include:	• computer facsimiles • computer technology, such as laptops, notebooks, palm pilots and personal computers • datashow projectors • digital cameras • electronic whiteboards • facsimile machines • keyboards • modems • mouses • multifunction scanners/faxes/printers • pagers • photocopiers • printers

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	• routers • scanners • tape/MD recorders • telephones/mobiles/wireless telephones • video cameras • wireless technology equipment • zip drives
Software applications may include:	• email • Internet • instant messages • word processing • spreadsheets • databases • accounting • presentation packages
Use of technology may include:	• information searches • data storage, retrieval and analysis • numerical calculations • presentation of information • copying information • communication • Internet • Email
Guidelines may include:	• work unit and organisation standards • occupational health and safety policies and procedures • environmental procedures • manufacturers' operating instructions • ethical considerations
Routine maintenance may include:	• regular checking of equipment • replacing consumables • 'in-house' cleaning and servicing of equipment according to manufacturers' guidelines • periodic servicing by qualified or manufacturer-approved technician
Equipment faults may be identified or countered by:	• routine checking of equipment • preparation of a maintenance program • encouraging feedback from work colleagues • regular back-ups of data • keeping a log book of detected faults • regular occupational health and safety inspections • checking that repairs have been carried out

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Used consumables may include:	• ink cartridges • toner cartridges • print heads • CD-ROMs • zip disks • floppy disks • backup tapes
Environmental policies may cover:	• type of paper • recycling requirements

Unit Sector(s)

Not applicable.

Competency field

Working in Government.

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PSPGOV315A Give and receive workplace feedback

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers feedback in the workplace, both giving and receiving. It includes seeking and acting on workplace feedback, and providing informal as well as formal feedback in the workplace.

In practice, giving and receiving feedback may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, working effectively, working with diversity, contributing to the workgroup, building networks, etc.

This is one of 4 units in the *Working in Government* and *Management* Competency Fields that deal with performance. Related units are:

- PSPGOV416A Monitor performance and provide feedback
- PSPGOV519A Manage performance
- PSPMNGT603B Facilitate people management
-
- No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Seek and act on workplace feedback	1.1 ***Feedback*** on performance and ***other workplace issues*** is sought from ***others*** in accordance with organisational policy and procedures. 1.2 Feedback is discussed, questions asked to clarify understanding, and active listening used to ensure understanding of the issues and any constructive suggestions. 1.3 ***Diversity issues*** are considered when evaluating feedback to ensure correct interpretation. 1.4 Suggestions for improvements made by other workgroup members are considered objectively and implemented where appropriate.
2. Provide informal feedback in the workplace	2.1 Informal feedback is given regularly, in a timely manner, in accordance with workplace procedures and protocols. 2.2 Evidence from a range of sources is considered in providing feedback in the workplace. 2.3 The opinions of others are considered when providing informal feedback. 2.4 Performance of self and others is evaluated and confirmed with workgroup members. 2.5 ***Strategies/opportunities for continuous improvement*** are planned and implemented in consultation with the workgroup, and notable performance is recognised in accordance with organisational policy and procedures.
3. Provide formal	3.1 Where they exist, processes/***guidelines*** for providing ***formal***

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ELEMENT	PERFORMANCE CRITERIA
feedback in the workplace	***feedback*** are used to ensure feedback meets purpose/s for which it is required. 3.2 ***Standards/criteria*** for feedback are identified and clarified. 3.3 Written or verbal feedback is prepared to address required criteria and purpose in accordance with ***legislation, policy and procedures***. 3.4 Where others disagree with feedback provided, their opinions and ideas are considered objectively and the feedback is amended or supported in line with organisational procedures. 3.5 Agreement with those seeking formal feedback is negotiated and documented regarding any actions/follow-up as a result of feedback. 3.6 Where agreement cannot be reached, reports are prepared and further action is taken if necessary, in accordance with organisational policy and procedures.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- using techniques for maintaining objectivity while giving and receiving feedback
- using a range of communication techniques with members of a diverse workforce, including negotiating, questioning, clarifying, understanding, active listening, evaluating the ideas and opinions of others
- evaluating workplace performance and issues affecting clients and others
- responding to diversity, including gender and disability
- applying legislation such as occupational health and safety and environment in the context of giving and receiving feedback

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- public sector legislation, regulations, policies, procedures and guidelines relating to giving and receiving feedback
- organisation policies, practices and procedures relating to feedback
- workplace performance requirements and issues
- equal employment opportunity, equity and diversity principles

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Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPETHC301B Uphold the values and principles of public service
  - PSPGOV301B Work effectively in the organisation
  - PSPGOV302B Contribute to workgroup activities
  - PSPGOV303B Build and maintain internal networks
  - PSPGOV307B Organise workplace information
  - PSPGOV308B Work effectively with diversity
  - PSPGOV312A Use workplace communication strategies
  - PSPGOV313A Compose workplace documents
  - PSPGOV314A Contribute to conflict management
  - PSPLEGN301B Comply with legislation in the public sector
  - PSPOHS301A Contribute to workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- feedback given and received in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to feedback in the workplace
- case studies and workplace scenarios to capture the range of situations likely to be encountered when giving and receiving workplace feedback

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when giving and receiving workplace feedback, including coping with difficulties, irregularities and

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breakdowns in routine
- feedback given and received in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment	Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Feedback on performance may include:	• client feedback • 360° feedback • feedback from assessors • performance feedback

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	• feedback on a job application
Other workplace issues may include:	• personal presentation • attitude • style, tone and form of language used • body language • cultural interactions • equity and diversity • telephone manner • client service manner
Others may include:	• team members • colleagues • superiors • subordinates • clients • assessors • performance appraisers • referees • interview panels • validators
Diversity issues may include:	• accepting that different ways of working and communicating are valid • focus on outcomes rather than process so that different ways of reaching the same end are not raised as negative feedback • interpreting feedback in light of diversity considerations • using culturally appropriate verbal and non-verbal language
Strategies/opportunities for continuous improvement may include:	• coaching, mentoring and/or supervision • formal/informal learning programs • internal/external training provision • work experience/exchange/opportunities • personal study • career planning/development • learning pathways.
Guidelines may include:	• sources of evidence • feedback methods/decisions • how to provide feedback • who gets feedback • appeal processes • grievance processes • dispute resolution processes • confidentiality • privacy

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	• freedom of information requirements
Formal feedback may be required by:	• peers • managers/supervisors/team leaders • employees • teams and team members • clients/customers • job applicants (360° feedback)
Standards/***criteria*** may include:	• selection criteria • best practice standards • organisational practice standards • competencies • service level standards • codes of ethics/conduct • legislation/regulations

Legislation, ***policy and procedures*** may include:	• State/Territory and Commonwealth legislation and regulations such as:
	  • public sector management acts
	  • privacy legislation
	  • freedom of information
	  • equal employment opportunity, anti-discrimination and harassment legislation
	  • occupational health and safety legislation
	• environmental legislation
	• ethics and accountability standards
	• public sector standards
	• organisational policy, procedures and protocols
	• international legislation/codes of behaviour

Unit Sector(s)

Not applicable.

Competency field

Working in Government

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PSPGOV403B Use resources to achieve work unit goals

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers organisation of available resources at a senior operative rather than managerial level to facilitate achievement of work unit objectives. It includes acquiring and applying available resources, monitoring and reporting on resource usage and maintaining resources.

In practice, using resources to achieve work unit goals may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, gathering and analysing information, etc.

This is one of 5 units of competency in the *Working in Government* and *Management* Competency Fields that deal with resources. Related units are:

- PSPGOV204B Access and use resources
- PSPGOV305B Access and use resources and financial systems
- PSPGOV503B Coordinate resource allocation and usage
- PSPMNGT602B Manage resources

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Acquire and apply available resources**	1.1 Available ***resources*** are identified and gaps filled in accordance with ***work unit plans***. 1.2 ***Procedures*** are applied that promote efficient, economical and effective allocation and distribution of resources. 1.3 Acquisition and storage of resources is carried out in accordance with ***legislation, organisational policy and procedures***. 1.4 Resource handling is undertaken in accordance with established work practices and guidelines, including occupational health and safety and security requirements.
2. **Monitor and report on resource usage**	2.1 Trends on resource usage are monitored and reported in accordance with organisational requirements. 2.2 Records of resource usage are maintained in accordance with relevant legislation and guidance. 2.3 Relevant financial and resource management systems are operated in accordance with organisational policy and procedures. 2.4 Resource shortfalls are identified and recommendations made to address these.
3. **Maintain resources**	3.1 Resources are maintained in accordance with manufacturers'

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ELEMENT	PERFORMANCE CRITERIA
	and organisational guidelines and service contracts. 3.2 Maintenance of resources is organised to facilitate work practices and outcomes. 3.3 Contingency plans are developed to ensure operational continuity.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, policy and guidelines relating to resource usage, storage and maintenance
- using a range of communication methods with a diverse range of people including maintenance contractors, work unit members, managers etc on a range of resource related matters
- responding to diversity, including gender and disability
- monitoring outcomes
- applying public sector legislation, including occupational health and safety and environmental requirements in the context of resource usage, storage and maintenance

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to resource usage
- operational procedures for accessing, storing, maintaining and using resources
- security and fraud control guidelines
- stock handling procedures
- occupational health, safety and environmental and sustainability requirements in the context of resource usage, storage and maintenance
- equal employment opportunity, equity and diversity principles

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance

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Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPETHC401A Uphold and support the values and principles of public service
  - PSPGOV402B Deliver and monitor service to clients
  - PSPGOV404B Develop and implement work unit plans
  - PSPGOV406B Gather and analyse information
  - PSPGOV408A Value diversity
  - PSPGOV412A Use advanced workplace communication strategies
  - PSPGOV413A Compose complex workplace documents
  - PSPGOV422A Apply government processes
  - PSPLEGN401A Encourage compliance with legislation in the public sector
  - PSPOHS401B Implement workplace safety procedures and programs

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- use and maintenance of resources in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and guidelines relating to resource usage, storage and maintenance
- workplace technology for resource ordering, managing and financial requirements
- case studies and workplace scenarios to capture the range of situations likely to be encountered when using resources to achieve work unit goals

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when using resources to achieve work unit goals, including coping with difficulties, irregularities and

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breakdowns in routine
- use and maintenance of resources in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- demonstration
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Resources may include:	• knowledge, information and other intellectual resources • human resources • finances • facilities • equipment

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	• stock and supplies
Work unit plans may include:	• resource plans • project plans • daily plans • budgets • business plans
Procedures may include:	• occupational health and safety • financial and accounting procedures and reporting requirements • audit and legislative requirements

Legislation, ***organisational policy and procedures*** may include:	• State/Territory and Commonwealth legislation and regulations such as:
	  • public sector management acts
	  • financial management acts
	  • privacy legislation
	  • freedom of information
	  • copyright
	  • equal employment opportunity, anti-discrimination and harassment legislation
	  • occupational health and safety legislation
	  • consumer legislation
	  • environment and sustainability legislation.
	• risk management guidelines
	• ethics and accountability standards
	• public sector standards
	• fraud control standards
	• government security standards
	• organisational policy, procedures and protocols

Unit Sector(s)

Not applicable.

Competency field

Working in Government.

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PSPGOV404B Develop and implement work unit plans

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers development and implementation of work unit plans at both the work unit and individual level to achieve results through planning. It includes participating in the planning activities of the work unit, preparing individual work plans, and implementing and evaluating work plans.

In practice, development and implementation of work plans may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, gathering and analysing information, using resources, etc.

This is one of 6 units in the *Working in Government* and *Management* Competency Fields that deal with working with others. Related units are:

- PSPGOV302B Contribute to workgroup activities
- PSPGOV511A Provide leadership
- PSPGOV516A Develop and use emotional intelligence
- PSPGOV604A Foster leadership and innovation
- PSPMNGT701B Provide strategic

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Participate in planning activities**	1.1 Contributions are made to planning that reflect a knowledge of corporate goals and their relationship to work unit and individual plans. 1.2 Consideration of ***workplace requirements*** is reflected in contributions to ***work unit plans***. 1.3 Planning activities are completed as requested within the defined timeframe and meet the organisation's requirements. 1.4 Feedback is sought and acted on in relation to effectiveness of input to planning activities.
2. **Prepare individual work plans**	2.1 Work plan objectives are linked to and consistent with organisational and work unit aims. 2.2 Objectives are stated as measurable targets with clear performance indicators. 2.3 Innovative and cost-effective options for achieving objectives are explored and aligned to organisational aims. 2.4 Individual work plans are used to promote the achievement of work unit objectives and to reflect personal and organisational accountability to all clients. 2.5 Collaborative planning with other workgroup members is used to integrate individual plans and build working relationships.

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ELEMENT	PERFORMANCE CRITERIA
3. Implement and evaluate work plans	3.1 Work methods and practices to implement plans are identified in consultation with others. 3.2 Workload and work flows are monitored and balanced. 3.3 Work is completed in accordance with work plans and meets time and workplace requirements, ***legislation, policies and procedures***. 3.4 Problems in implementing work plans are monitored and solutions are proposed within area of responsibility. 3.5 Work plans are revised according to changes in work priorities and organisational needs.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- planning own work to achieve goals
- engaging in collaborative planning with other workgroup members
- applying problem solving
- monitoring and evaluation of progress towards work unit goals
- negotiating goals and outcomes
- responding to diversity, including gender and disability
- applying public sector legislation such as occupational health and safety and environment in the context of work planning

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to work planning in the public sector
- effective planning processes
- policies and procedures on sustainable practice
- corporate goals or aims
- organisational procedures
- importance of aligning work unit plans with organisational goals
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of work planning

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Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPBORD401A Create and maintain profiles
  - PSPETHC401A Uphold and support the values and principles of public service
  - PSPGOV403B Use resources to achieve work unit goals
  - PSPGOV405B Provide input to change processes
  - PSPGOV406B Gather and analyse information
  - PSPGOV408A Value diversity
  - PSPGOV411A Deal with conflict
  - PSPGOV412A Use advanced workplace communication strategies
  - PSPGOV413A Compose complex workplace documents
  - PSPGOV417A Identify and treat risks
  - PSPGOV422A Apply government processes
  - PSPLEGN401A Encourage compliance with legislation in the public sector
  - PSPOHS401B Implement workplace safety procedures and programs
  - PSPPM401B Design simple projects
  - PSPPM402B Manage simple projects
  - PSPPROC410A Administer contracts

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- work unit plans developed and implemented in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to work planning in the public sector

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- case studies and workplace scenarios to capture the range of situations likely to be encountered when developing and implementing work unit plans

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when developing and implementing work unit plans, including coping with difficulties, irregularities and breakdowns in routine
- work unit plans developed and implemented in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the

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Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.	
Workplace requirements may relate to:	• staffing procedures • resourcing allocations and requirements • identified timeframes • relevant legislation affecting organisational administration • organisation, corporate and strategic plans and activity calendars • relevant industrial awards • financial circulars (or equivalent) • organisation financial and personnel management guidelines • technology and data associated with work • environmental and sustainability practices
Work unit plans may include:	• daily/weekly/monthly work unit plans • project plans • specific purpose plans including equal employment opportunity, industrial democracy and occupational health and safety • resource plans

Legislation, ***policy and procedures*** may include:	• State/Territory and Commonwealth legislation and regulations such as:
	  • public sector management acts
	  • financial management acts
	  • privacy legislation
	  • equal employment opportunity, anti-discrimination and harassment legislation
	  • occupational health and safety legislation
	  • consumer legislation
	  • environmental and sustainability legislation
	  • risk management guidelines.
	• ethics and accountability standards
	• public sector standards
	• fraud control standards
	• government security standards
	• organisational policy, procedures and protocols

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Unit Sector(s)

Not applicable.

Competency field

Working in Government.

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PSPGOV405B Provide input to change processes

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers understanding the reasons for change and initiating specific changes related to the work unit. It includes suggesting options and opportunities for change, encouraging commitment to workplace change, monitoring and evaluating change and dealing with ambiguity in the change process.

In practice, providing input to change may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, gathering and analysing information, using resources, etc.

This is one of 6 units of competency in the *Working in Government* and *Management* Competency Fields that deal with change. Related units are:

- PSPGOV205B Participate in workplace change
- PSPGOV306B Implement change
- PSPGOV514A Facilitate change
- PSPMNGT604B Manage change
- PSPMNGT703A Lead and influence change

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Suggest options and opportunities for change**	1.1 The need for change in work practice within the work unit is identified, suggestions sought and options devised. 1.2 Options and opportunities for change are suggested to improve efficiency and effectiveness of the workgroup and the work environment. 1.3 The broader workplace context, including future trends, is taken into account in suggestions for change. 1.4 ***Risk factors*** affecting change are analysed to identify possible constraints.
2. **Encourage commitment to workplace change**	2.1 Positive encouragement is provided to implement workplace **change**. 2.2 The needs and viewpoints of individuals are identified and considered when implementing change. 2.3 Communication strategies are developed and support is provided to colleagues on adjusting to change. 2.4 Issues requiring further action are identified and dealt with in accordance with ***legislation, policy and procedures***.
3. **Monitor and evaluate change**	3.1 Implementation of change is monitored and feedback on individual and group work practices is prompt and constructive. 3.2 Suggestions for improvements made by workgroup members

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ELEMENT	PERFORMANCE CRITERIA
	are positively received and acted on where appropriate.
	3.3 Work activities are evaluated based on feedback from workgroup members and other ***stakeholders***.
	3.4 ***Evidence and information*** is collected on the impact of change, is accurate, relevant and reported according to organisational requirements.
	3.5 Recommendations for improving methods or techniques to manage change are ***negotiated*** in accordance with organisational policy and procedures.
	3.6 Learning from the implementation of change are identified, shared with others and transferred to other change initiatives.
4. **Deal with ambiguities in the change process**	4.1 The need to operate within constraints beyond one's own control is recognised and accepted.
	4.2 Areas of ambiguity in proposed change are identified.
	4.3 Options for dealing with ambiguity and criteria for assessing those options are developed and communicated to the workgroup.
	4.4 Best option is selected, work is undertaken and ambiguity handled in accordance with option determined.
	4.5 The impact of change and identified related issues are communicated to management as required.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- communicating with a diverse range of individuals at different levels in the organisation
- applying problem solving strategies in the context of managing ambiguity and change
- working in teams
- applying monitoring and observation methods
- giving and receiving feedback, including 'managing upwards'
- responding to diversity, including gender and disability

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

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- legislation, policy and procedures relating to public sector workplaces
- a range of change management models and their application to the work environment
- organisational structure and culture
- the nature of change and its effects in the workplace, including occupational health and safety issues such as workplace stress
- group dynamics
- emotional intelligence
- equal employment opportunity, equity and diversity principles

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite units* that must be achieved **prior** to this unit**:** *Nil*
- *Co-requisite units* that must be assessed **with** this unit**:** *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPETHC401A Uphold and support the values and principles of public service
  - PSPGOV406B Gather and analyse information
  - PSPGOV408A Value diversity
  - PSPGOV411A Deal with conflict
  - PSPGOV412A Use advanced workplace communication strategies
  - PSPGOV414A Provide workplace mentoring
  - PSPGOV416A Monitor performance and provide feedback
  - PSPGOV418A Develop internal and external networks
  - PSPGOV422A Apply government processes
  - PSPLEGN401A Encourage compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- provision of input to change in a range of (3 or more) contexts

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(or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the public sector environment
- a range of change management models and their application
- case studies and workplace scenarios to capture the range of situations likely to be encountered when providing input to change processes

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when providing input to change processes, including coping with difficulties, irregularities and breakdowns in routine
- provision of input to change in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

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Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.	
Risk factors may include:	• disturbances to workflow • confusion/loss of confidence • budget constraints • supplier problems • product/service delivery problems • time delays • ineffective communication • lack of participation/buy in of staff in workplace change leading to resistance and conflict
Change may include:	• imposed change • self-initiated change • implementation of new work practices • legislative change • changes in the machinery of government • organisational restructuring • technology transfer to the workplace • changing work practices and procedures • staffing changes • shared services environment
Legislation, ***policy and procedures*** may include:	• Commonwealth and State/Territory legislation • government policy • public sector code of ethics • national standards • the organisation's policies and practices • environmental or sustainability practices • organisational code of conduct
Stakeholders may include:	• all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services, including: • employees at all levels of the organisation • clients • other public sector organisations • community organisations • private sector organisations

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	• union and association representatives • boards of management • government • Ministers
Evidence and information may include:	• client surveys • employee satisfaction feedback • industrial disputes • supplier feedback • productivity/efficiency measures • cost savings

Negotiation may include:	• assertiveness
	• collaboration
	• solution designing
	• confidence building
	• conflict reduction
	• stress management
	• empathising
	• techniques such as:
	  • speaking skills
	  • presentation techniques
	  • effective listening
	  • questioning techniques
	  • verbal and non-verbal communication
	  • using personal attributes
	  • culturally appropriate strategies
	  • constructive feedback
	  • issues identification
	  • exploring options
	  • identifying areas of agreement
	  • recording agreements.
	• clarifying
	• restating position
	• summarising progress
	• deferring decision
	• preparing a compromise
	• using a mediator/third party

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Unit Sector(s)

Not applicable.

Competency field

Working in Government.

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PSPGOV406B Gather and analyse information

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers collection and analysis of information to achieve work unit objectives and meet client needs. It includes identifying and collecting information, analysing and interpreting information, developing and applying workable solutions, presenting information and maintaining information.

In practice, gathering and analysing information may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, using resources, gathering evidence, carrying out projects, using financial processes, identifying and treating risks, monitoring for fraud, undertaking, court listings, conducting claim assessments, etc.

This is one of 5 units of competency in the *Working in Government* and *Management* Competency Fields that deal with information/knowledge management. Related units are:

- PSPGOV206B Handle workplace information
- PSPGOV307B Organise workplace information
- PSPGOV504B Undertake research and analysis
- PSPMNGT614A Facilitate knowledge management

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Identify and collect information**	1.1 Nature, extent and purpose of required ***information*** is identified. 1.2 Internal and external ***sources*** are identified and accessed to produce required information in accordance with ***legislation, policy and procedures***. 1.3 Information is collected, organised, recorded and reported in accordance with organisational procedures and defined guidelines. 1.4 Information collected is organised in a way which enables easy access and retrieval by other staff.
2. **Analyse and interpret information**	2.1 Information and its sources are critically evaluated for relevance and validity to business/client requirements. 2.2 Basic ***analysis of information*** is undertaken as required to identify key issues. 2.3 More detailed analysis of information is carried out as required using relevant techniques including mathematical calculations and methods for numerical/graphical information.
3. **Develop and apply workable solutions**	3.1 Workable solutions to business/client requirements are developed on consideration of analysed information. 3.2 Proposed solutions are communicated or implemented as

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ELEMENT	PERFORMANCE CRITERIA
	required.
4. **Present information**	4.1 Information is reported in the required format, style, structure and timeframe.
	4.2 ***Information is presented*** in required medium in accordance with organisational requirements using relevant technology.
5. **Maintain information**	5.1 A range of standard and complex ***information systems*** and operations is used in accordance with organisational policy and procedures.
	5.2 Information and records are maintained in accordance with organisational procedures to ensure data and system integrity.
	5.3 Routine data and records are reconciled as required.
	5.4 Inadequacies in system/s relating to information retrieval are identified and corrected or reported to relevant staff as required.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying public sector legislation such as occupational health and safety and environment in the context of information management
- accessing and using information ethically and legally
- using manual and computerised techniques for information management
- applying computer technology to data storage, security, retrieval and presentation
- using basic statistical and numerical manipulation
- using critical analysis techniques
- communicating with colleagues and supervisors
- presenting information in a range of ways such as report format, numerically, in tables, with graphs, spatially
- responding to diversity, including gender and disability
- using problem solving and referring problems as required
- applying equal employment opportunity, equity and diversity principles

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, policies, procedures and guidelines relating to information handling in the public sector, such as confidentiality, privacy, security, freedom of information

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- data collection and management procedures
- organisational information handling and storage procedures
- cultural aspects of information and meaning
- sources of public sector work-related information
- economic, legal, security and social issues surrounding the use of information
- public sector standards
- electronic and manual filing systems
- databases and data storage systems
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of information management

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPCRT407A Undertake court listings
  - PSPETHC401A Uphold and support the values and principles of public service
  - PSPFIN401A Use public sector financial processes
  - PSPFRAU401B Monitor data for indicators of fraud
  - PSPGOV402B Deliver and monitor service to clients
  - PSPGOV403B Use resources to achieve work unit goals
  - PSPGOV404B Develop and implement work unit plans
  - PSPGOV405B Provide input to change processes
  - PSPGOV407B Provide a quotation
  - PSPGOV417A Identify and treat risks
  - PSPGOV422A Apply government processes
  - PSPIM401A Conduct initial claim assessments
  - PSPLEGN401A Encourage compliance with legislation in the public sector
  - PSPPM404A Carry out simple project activities
  - PSPREG411A Gather information through interviews

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- PSPREG412A Gather and manage evidence
- PSPSEC405A Handle security classified information

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- information gathered and analysed in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to information research, presentation and management
- access to electronic information/records management systems
- Case studies and workplace scenarios to capture the range of situations likely to be encountered when gathering and analysing information

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when gathering and analysing information, including coping with difficulties, irregularities and breakdowns in routine
- information gathered and analysed in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios

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	• simulation or role plays • authenticated evidence from the workplace and/or training courses
For consistency of assessment	Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.	
Information may include:	• legislation, guidelines and awards • organisation, legal and policy materials • client information • market trends • media reports • registries and file records • library materials • financial records • basic statistical information • human resources/personnel records • asset records • meta-data

Sources of information may include:	• those internal to the organisation such as:
	  • intranet
	  • databases/files
	  • library collections
	  • internal publications
	  • annual reports
	  • newsletters
	  • other staff
	• those external to the organisation such as:
	  • Internet
	  • local, state, national and international libraries and archives
	  • other organisations' publications

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	• staff in external organisations
Legislation**, **policy and procedures may include:	• Commonwealth and State/Territory legislation, standards and guidelines especially relating to privacy, confidentiality, freedom of information, security, fraud control, copyright, intellectual property • government policy • public sector code of ethics • national standards • Australian standards such as records management, knowledge management, risk management • the organisation's policies/practices/code of conduct
Analysis of information may include:	• qualitative analysis • quantitative analysis • critical analysis • problem solving • matching • statistical analysis • mathematical calculations • forecasting
Presentation of information may include:	• routine reports and submissions • briefing notes, Ministerials • proposals, project plans • articles and promotional material • tabular or graphical presentation • overhead transparencies • slideshow data presentation • face-to-face • telephone
Information systems may include:	• file/records management systems • personnel/human resources systems • specific purpose databases • library systems • data warehouse systems • web sites • financial information systems • workplace communication systems

Unit Sector(s)

Not applicable.

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Competency field

Working in Government.

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PSPGOV417A Identify and treat risks

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the identification and treatment of risk using the organisation's risk management procedures and treatments. It applies to the risks inherent in all aspects of everyday work in the public sector as well as to specific functional activities and projects related to the particular mandate of the organisation. The unit covers establishment of the risk context, identification, analysis and evaluation of risks, risks treatment, and monitoring and review of risk treatment plan.

In practice, identifying and treating risk occurs in the context of other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, handling classified information, using resources, administering projects, providing parliamentary support, making arrests, using financial processes, undertaking scientific research, awarding contracts, undertaking native title assessments, assessing compensation claims, road transport compliance, etc.

This is one of 4 units of competency in the *Working in Government* and *Management* Competency Fields that deal with risk. Related units are:

- PSPGOV517A Coordinate risk management
- PSPMNGT608B Manage risk
- PSPMNGT704A Undertake enterprise risk management
-
- No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication
-

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish the risk context	1.1 The nature and extent of the work activity are established within the broader ***organisational context***.
	1.2 The outcomes to be achieved are identified and documented as required.
	1.3 The relationship between the activity and its environment is analysed and critical ***factors*** in the environment that may impact on the achievement of outcomes are identified.
	1.4 ***Stakeholders*** are identified and consulted to identify their opinions, concerns and needs related to the activity and the management of risks related to it.
	1.5 ***Risk evaluation criteria*** are determined for the activity in accordance with ***legislation, policy and procedures*** related to ***risk management*** in the organisation.
2. Identify risks	2.1 ***Method/s for identifying risks*** are selected in accordance with risk management policy and procedures, budgetary and time constraints relative to the type of activity to be undertaken.

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ELEMENT	PERFORMANCE CRITERIA
	2.2 ***Sources of risk*** are identified and documented as required.
	2.3 ***Risk events*** related to each source of risk are identified and recorded in accordance with risk management policy and procedures.
	2.4 Consultation and communication is undertaken to ensure all possible risks are identified.
3. Analyse risks	3.1 The ***probability of identified risks*** occurring is analysed and rated in accordance with risk management policy and procedures.
	3.2 The ***consequences of identified risks*** occurring are analysed and rated according to organisational procedures.
	3.3 Current ***control measures*** for any of the identified risks are considered in the risk analysis, and residual risks are analysed and included if necessary.
	3.4 ***Levels of risk*** are determined in accordance with risk matrix used by the organisation.
	3.5 Consultation/communication is undertaken as required to confirm risk levels, and ***analysis is documented*** in accordance with organisational risk management procedures.
4. Evaluate risks	4.1 Risks are evaluated by comparing the level of risk with risk evaluation criteria established at the beginning of the risk management process.
	4.2 The importance of the activity, its outcomes and the degree of control over the risks are considered.
	4.3 Potential and actual losses which may arise from the risk are considered.
	4.4 Benefits and opportunities presented by the risk are taken into account.
	4.5 Risks are identified as ***acceptable*** or ***unacceptable*** in accordance with risk evaluation criteria, and confirmation/approval is obtained in accordance with risk management policy and procedures.
	4.6 Unacceptable risks are prioritised and the reason/s for acceptance of risks is documented.
5. Treat risks	5.1 ***Options for treating risks*** are determined in accordance with risk management policy and procedures.
	5.2 The best treatment option is selected and a cost-benefit analysis is undertaken to compare the cost of implementing the treatment with the benefits.
	5.3 A ***risk treatment plan*** is prepared, approved and communicated to those who will be involved in implementation.

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ELEMENT	PERFORMANCE CRITERIA
	5.4 Changes required to operational structure, procedures or staffing in order to implement risk treatments are negotiated in accordance with organisational policy and procedures.
	5.5 ***Resources*** are arranged and risk treatment plan is implemented in accordance with risk management policy and procedures.
6. **Monitor and review risk treatment plan**	6.1 ***Changes*** in the organisational environment and factors impacting on the organisation are monitored for their impact on risks and existing risk treatments.
	6.2 Risk treatments for unacceptable risks are monitored and adjusted as required to ensure they remain effective.
	6.3 Acceptable risks are monitored to ensure these risk levels do not increase over time.
	6.4 Consultations are conducted and data relating to risks and risk treatments are collected, analysed and used to improve risk management in own area of operation.
	6.5 Risk treatment plan is reviewed in accordance with timetable for review of plan and updated as required.
	6.6 Input is provided into formal reviews/audits of risk in the organisation to improve risk management outcomes.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to risk management
- researching and analysing the wider context affecting the organisation
- assessing and evaluating risks
- monitoring and reviewing risks and risk treatments
- communicating and consulting with a diverse range of stakeholders
- estimating and arranging resources needed for implementation of risk treatments
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of risk management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to risk

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management
- AS/NZS ISO31000:2009 Risk management - Principles and Guidelines
- HB 436:2004 (Guidelines to AS/NZS 4360:2004) Risk Management Guidelines Companion to AS/NZS 4360:2004
- the organisation's risk management framework
- the relationship of risk to context - how the context may define the risks
- the importance of consultation and communication at every stage of the risk management cycle
- risk management as a core activity of everyday work in the public sector
- the diversity of risks in the public sector
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of risk management

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPETHC401A Uphold and support the values and principles of public service
  - PSPFIN401A Use public sector financial processes
  - PSPGOV402B Deliver and monitor service to clients
  - PSPGOV405B Provide input to change processes
  - PSPGOV406B Gather and analyse information
  - PSPGOV409A Provide support to Parliament
  - PSPGOV422A Apply government processes
  - PSPGOV419A Work with interpreters
  - PSPLAND402A Undertake native title assessments
  - PSPPM405A Administer simple projects
  - PSPPROC410A Administer contracts
  - PSPREG406C Make arrests
  - PSPSEC405A Handle security classified information

Overview of evidence

In addition to integrated demonstration of the elements and their

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requirements	related performance criteria, look for evidence that confirms: • the knowledge requirements of this unit • the skill requirements of this unit • application of Employability Skills as they relate to this unit • identification and treatment of risks in a range of (3 or more) contexts (or occasions, over time)
Resources required to carry out assessment	These resources include: • legislation, policy, procedures and protocols relating to risk management • AS/NZS ISO 31000:2009 Risk management - Principles and Guidelines • HB 436:2004 (Guidelines to AS/NZS 4360:2004) Risk Management Guidelines Companion to AS/NZS 4360:2004 • other national and international risk management standards • case studies and workplace scenarios to capture the range of risk management situations likely to be encountered
Where and how to assess evidence	Valid assessment of this unit requires: • a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when identifying and treating risks, including coping with difficulties, irregularities and breakdowns in routine • identification and treatment of risks in a range of (3 or more) contexts (or occasions, over time). Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as: • people with disabilities • people from culturally and linguistically diverse backgrounds • Aboriginal and Torres Strait Islander people • women • young people • older people • people in rural and remote locations. Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of: • case studies • portfolios • projects • questioning • scenarios

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	• authenticated evidence from the workplace and/or training courses
For consistency of assessment	Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.	

Organisational context may include:	• the organisation, how it is organised, and its capabilities
	• the organisation's functions:
	  • political
	  • operational
	  • financial
	  • social
	  • legal
	  • commercial
	• the various stakeholders and clients
	• any official resources, including physical areas and assets, that are vital to the operation of the organisation
	• key operational elements and services of the organisation
	• any major projects
	• the relationship between the organisation and the environment in which it operates

Environmental factors may be:	• social • economic • legal • technological • environmental
Stakeholders may include:	• employees • managers • volunteers • unions • financial managers • self-insurers

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	• clients • suppliers • contractors • service providers • community organisations • the public

Risk evaluation criteria are:	• used to rank risks and decide whether they are acceptable or not
	• affected by:
	  • legal requirements
	  • perceptions of internal/external stakeholders
	  • cost-benefit analysis, for example, cost of risk management being less than financial cost if the risk occurred

Legislation, ***policy and procedures*** may include:	• Commonwealth and State/Territory legislation relating to risk management • national and international codes of practice and standards, such as SIRCA 8001:2003 • the organisation's risk management policies and practices • codes of conduct/codes of ethics • AS/NZS ISO 31000:2009 Risk management - Principles and Guidelines • HB 436:2004 (Guidelines to AS/NZS 4360:2004) Risk Management Guidelines Companion to AS/NZS 4360:2004 • ISO Guide 73:2009 Risk Management, Vocabulary • professional standards for risk management, for example certified practising risk manager (CPRM) • jurisdictional policies, guidelines and web sites, for example www.riskmanagement.qld.gov.au

Risk management:	• is a logical and systematic process of identifying, analysing, evaluating, treating and monitoring risks related to any strategy, plan, process, program or procedure that will enable the organisation to minimise losses and maximise opportunities.
	• may be considered in relation to an organisation's:
	  • people
	  • assets and physical environment
	  • reputation and image
	  • legal issues
	  • business continuity
	  • finances
	• may include written procedures to ensure staff know:
	  • what
	  • how
	  • when, and

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	• by whom, action is to be taken to treat risks in the organisation
Methods for identifying risks may include:	• analysis of past records • personal, local or overseas experience • interviews/discussions with stakeholders • surveys/questionnaires • audits and physical inspections • observation of activity • analysis of scenarios • research of external sources • using industry experts/consultants
Risks may include:	• physical injury or death • failure of machinery or equipment • breaches of security • fraud • litigation • client dissatisfaction • unfavourable publicity
Risks may be:	• internal • external • random • real • perceived
Sources of risk may include:	• human behaviour • technology/technical issues • occupational health and safety • legal • political • property/equipment • environmental • financial/market • natural events
Risk events are:	• what can happen, as opposed to the source (how a risk may arise) and the impact (what is the implication if it happens)
Probability of identified risk may be:	• almost certain • likely • possible • unlikely • rare
Consequences of	• insignificant • minor

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identified risk may be:	• moderate • major • catastrophic

Control measures may:	• reduce the probability of the risk occurring, the consequences of the risk, or both
	• include:
	  • training
	  • supervision
	  • minimising/restricting exposure
	  • physical barriers
	• relocation

Level of risk may be:	• low - treated with routine procedures • moderate - with specific responsibility allocated for the risk, and monitoring and response procedures implemented • high - requiring action, as it has potential to be damaging to the organisation • extreme - requiring immediate action, as the potential could be devastating to the organisation
Documentation of analysis may include:	• table showing all risks, any existing controls, probability of occurring, consequences and subsequent level of risk
Acceptable risks are:	• those which an organisation has determined have the least potential for harm • not necessarily insignificant
Risks may be acceptable because:	• the risk level is so low that it does not warrant spending time and money to treat it • the risk is low and the benefits outweigh the cost of treating it • the opportunities presented are much greater than the threat
Unacceptable risks are:	• those which an organisation has determined have the most potential for harm
Options for treating risks may include:	• avoiding the risk, for example, by terminating the activity or conducting it in another way (these actions may have different risks attached) • controlling the risk, by reducing the probability of the risk occurring, the consequences of the risk, or both • transferring the risk, for example, by arranging insurance, contracting some or all of the activity to another organisation or person, etc • retaining the risk, and making contingency plans/funds allocation for covering any loss or other negative effect from the risk
Risk treatment plan may	• sources of risk and risk events • analysis of risks - probability, consequences and risk levels

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include:	• prioritised list of unacceptable risks • treatment options selected • person/s responsible for implementing treatment options • resources required • performance measures • timeframe for implementation • timetable for review of plan
Resources may include:	• physical - equipment, motor vehicles, furniture • human - management, employees, volunteers • financial - funding, budget allocation, sponsorship • resources that are part of the risk treatment, not just implementation of the treatment plan • training and briefing sessions • changes to the organisation's operating structure
Changes may mean that:	• new risks are created • existing risks are increased or decreased • risks no longer exist • the priority order of risks changes • risk treatment strategies are no longer effective

Unit Sector(s)

Not applicable.

Competency field

Working in Government.

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PSPGOV509A Conduct evaluations

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers evaluation relevant to the full range of processes and outcomes in the public sector such as policy, procedures, processes, structures, service delivery, projects etc. It includes identifying the purpose of the evaluation, identifying the evaluation process and tools, carrying out the evaluation, analysing results, reporting outcomes and recommending action.

In practice, conducting evaluations may overlap with other generalist or specialist public sector workplace activities such as acting ethically, complying with legislation, providing client service, developing policy etc.

This is one of two competencies in the *Working in Government* and *Management*. Competency Fields that deal with evaluation in the public sector. The related unit is:

- PSPMNGT611A Manage evaluations
-
- No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify the purpose of the evaluation	1.1 The ***purpose, scope*** and terms of reference of the evaluation are confirmed with key ***stakeholders*** and approvals are gained in accordance with organisational requirement. 1.2 The range of documentary evidence, individuals and organisations who can provide specialist input are identified and commitment is gained for their contribution to the evaluation. 1.3 Information critical to the evaluation is determined to inform the selection of the evaluation methodology and tools. 1.4 Ownership of the evaluation data/outcomes and right of access to the reported results are determined in accordance with organisational policy and procedures.
2. Identify evaluation methodology and tools	2.1 ***Criteria*** for the evaluation and the audience for evaluation results are identified and communicated to stakeholders. 2.2 ***Evaluation methods*** are selected from a range of alternatives to suit the scope, purpose and outcome requirements of the evaluation. 2.3 ***Measuring tools*** and ***media*** are selected/developed to ensure valid and reliable evaluation results. 2.4 An evaluation strategy is formulated in consultation with key stakeholders to ensure acceptance and commitment. 2.5 Resource needs are determined in accordance with budgetary constraints and obtained in accordance with organisational policy and procedures. 2.6 ***Evaluation infrastructure*** is established in accordance with

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ELEMENT	PERFORMANCE CRITERIA
	evaluation requirements and resource constraints.
3. Implement evaluation	3.1 Implementation tasks are defined and clarified with stakeholders in accordance with the evaluation methodology.
	3.2 Evaluation strategy is implemented and data collected, collated and recorded against evaluation criteria in accordance with planned methodology.
	3.3 Expectations are managed and barriers to the evaluation are identified and addressed or referred in accordance with organisational policy and procedures.
	3.4 Progress of the evaluation is monitored and changes are negotiated as needed to timeframes, methodology or tools in accordance with organisational policy and procedures.
	3.5 Data is analysed/referred for specialist analysis, and results are compared with evaluation criteria.
	3.6 Preliminary results are ***presented*** for stakeholder feedback in accordance with organisational policy and procedures.
	3.7 The evaluation is conducted in accordance with ***legislative and organisational requirements***.
4. Report outcomes	4.1 An evaluation report is prepared that compares outcomes to the evaluation criteria established at the outset, and provides supporting evidence in accordance with legislative and organisational requirements.
	4.2 ***Recommendations for action*** are made in accordance with the terms of reference and supported by the evaluation outcomes.
	4.3 Unbiased and objective evaluation outcomes are reported in a form and language to suit the intended audience of the report.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- implementing planning, research and analysis
- using negotiation and problem solving
- undertaking project management
- applying statistical analysis of evaluation data
- using a range of communication styles to communicate with different audiences and purposes

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- responding to diversity, including gender and disability
- explaining complex and formal documents such as legislation and codes of conduct and applying them to work practices
- developing objectives and evaluation criteria
- accessing legislation and codes of conduct electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- evaluation principles - time, cost, quality, quantity, efficiency
- qualitative and quantitative evaluation methodologies and data analysis
- reporting requirements of a range of audiences
- legislation, policy and procedures relating to the conduct of evaluations in the public sector
- public sector values and codes of conduct
- equal employment opportunity, equity and diversity principles

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPETHC501B Promote the values and ethos of public service
  - PSPFIN501A Apply public sector financial policies and processes
  - PSPGOV502B Develop client services
  - PSPGOV503B Coordinate resource allocation and usage
  - PSPGOV504B Undertake research and analysis
  - PSPGOV505A Promote diversity
  - PSPGOV507A Undertake negotiations
  - PSPGOV508A Manage conflict
  - PSPGOV511A Provide leadership
  - PSPGOV512A Use complex workplace communication strategies
  - PSPLEGN501B Promote compliance with legislation in the

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public sector
- PSPPM502B Manage complex projects
- PSPPOL501A Develop organisation policy
- PSPPROC504A Finalise contracts

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- conduct of a range of (3 or more) evaluations in different contexts

Resources required to carry out assessment

These resources include:

- legislation, policies, procedures and protocols
- access to an evaluation target
- case studies and workplace scenarios

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when conducting evaluations, including coping with difficulties, irregularities and breakdowns in routine
- conduct of a range of (3 or more) evaluations in different contexts

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training

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	courses
For consistency of assessment	Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.	
Purpose of evaluation may include:	• measuring merit/quality • measuring worth or value for a particular purpose • measuring results, outputs or outcomes • decision making • unintentional negatives
Scope may include evaluation of:	• planning • delivery • results • needs • objectives • design • processes • inputs • outputs • outcomes • impact

Stakeholders may include:	• all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services such as:
	  • the owner/organisation that commissioned the evaluation
	  • those subject to the evaluation process
	  • research staff who conduct evaluation
	  • contractors/consultants contracted to conduct evaluation
	  • employees at all levels of the organisation
	  • community
	  • clients

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	• other public sector organisations • private sector • non-government organisations • union and association representatives • boards of management • government • Ministers
Criteria for evaluation may include:	• whether objectives have been met • standards against which to compare quality • baseline studies for comparison • performance measures • key success areas • key performance indicators • results/outputs/outcomes • value for money • public interest
Evaluation methods may be:	• qualitative • quantitative • anonymous
Measuring tools may include:	• surveys • interviews • questionnaires • focus groups • semi-structured interview techniques • document analysis • process analysis • observation • tests
Media for measuring tools may include:	• paper-based • Internet-based • email • electronic • face-to-face • telephone.
Evaluation infrastructure may include:	• steering committee • manager • internal/external research staff • internal/external administrative staff • office • telephone • technology

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	• email • web site • equipment • consumables • resources including budget • internal/external specialist or technical support • contractors • consultants
Presentation of information may include:	• interim reports • progress reports • draft reports • executive summaries • to meetings, groups, seminars • Internet or email

Legislative and organisational requirements may include:	• Commonwealth and State/Territory legislation including equal employment opportunity and anti-discrimination law, for example:
	  • Commonwealth Racial Discrimination Act
	  • Commonwealth Human Rights and Equal Opportunity Act
	  • Commonwealth Sex Discrimination Act
	  • Commonwealth Disability Discrimination Act.
	• national and international codes of practice and standards
	• the organisation's policies and practices
	• government policy
	• codes of conduct
	• confidentiality
	• privacy
	• ethical practices and procedures
	• intellectual property
	• copyright

Recommendations for action may include:	• new goals • improvement strategies • changes to services, products • governance strategies • change management strategies • termination • replacement

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Unit Sector(s)

Not applicable.

Competency field

Working in Government

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PSPGOV512A Use complex workplace communication strategies

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers complex workplace communication for working at middle management level with internal and external clients, colleagues and other staff. It includes preparing for complex communication, analysing and responding to opinions, presenting a convincing argument, and developing a range of communication strategies.

In practice, using complex workplace communication strategies may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government systems, managing change, managing diversity, etc.

This is one of 5 units of competency in the *Working in Government* Competency Field that deal with communication. Related units are:

- PSPGOV202B Use routine workplace communication techniques
- PSPGOV312A Use workplace communication strategies
- PSPGOV412A Use advanced workplace communication strategies
- PSPGOV605A Persuade and influence opinion
-
- No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Prepare for complex communication**	1.1 ***Communication objectives*** are clarified, those to be ***present*** are confirmed and ***communication mode*** is identified. 1.2 Analysis is undertaken to anticipate the likely positions to be taken by those present on the matters under discussion. 1.3 Subject matter is researched/***organised***, key points to be conveyed are identified and recorded, and information to counter other positions is summarised. 1.4 Requirements of ***legislation, policy and guidelines*** relevant to the discussion are identified and incorporated.
2. **Analyse and respond to opinions**	2.1 Discussion is evaluated to identify impartiality, bias or unsupported argument. 2.2 Points of view of other speakers are noted and information to counter opposing views is presented objectively in accordance with required position. 2.3 ***Reaction to speakers*** and their point of view is analysed to identify and manage emotional reactions and maintain objectivity. 2.4 Opposing/challenging views are examined for their value in achieving the same ends. 2.5 Active listening and questioning are used to clarify own

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ELEMENT	PERFORMANCE CRITERIA
	understanding, challenge or justify other points of view.
3. **Present a convincing argument**	3.1 ***Communication approach*** is chosen and used to suit the given audience.
	3.2 Prepared position is asserted with conviction and purpose.
	3.3 ***Verbal and non-verbal behaviour*** are adjusted to maintain listener interest if the audience is unresponsive.
	3.4 Questions are used to elicit feedback and check audience understanding.
	3.5 Audience questions and argument are responded to objectively, and answers are backed by reasoned explanation.
	3.6 Agreement is negotiated where possible, concluding with a summary of agreed items.
4. **Develop a range of communication strategies**	4.1 Feedback from others is obtained and the outcomes of communication are assessed.
	4.2 Lessons learnt are recorded and used to underpin future interactions.
	4.3 ***Language structures and features*** that influence audiences to a preferred point of view are developed and practised.
	4.4 Communication strategies are explored and practised for a range of workplace applications in accordance with organisational requirements.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to communication in the public sector
- analysing and using language structures and features that influence the interpretation of spoken communication
- interacting confidently with groups on familiar topics in formal and informal workplace situations
- speaking with confidence and listening critically
- clarifying meaning, exploring issues and problem solving
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in

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the context of high-level communication

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to communication in the public sector
- the power and effect of spoken language
- knowledge of organisation processes and hierarchy
- techniques to deal with opposing views and positions
- emotional intelligence techniques
- organisational protocols and etiquette for communication in meetings
- communication strategies to suit different audiences, such as workgroup, organisational, inter-agency
- ways to influence the interpretation of spoken communication
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of high-level communication

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPETHC501B Promote the values and ethos of public service
  - PSPGOV504B Undertake research and analysis
  - PSPGOV505A Promote diversity
  - PSPGOV507A Undertake negotiations
  - PSPGOV508A Manage conflict
  - PSPGOV511A Provide leadership
  - PSPGOV514A Facilitate change
  - PSPGOV515A Develop and use political nous
  - PSPGOV516A Develop and use emotional intelligence
  - PSPLEGN501B Promote compliance with legislation in the public sector

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- PSPOHS501A Monitor and maintain workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- use of complex communication strategies in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to public sector communication
- current theory and practice on influencing skills for the public sector
- case studies and workplace scenarios to capture the range of situations likely to be encountered when using complex communication strategies

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when using complex communication strategies, including coping with difficulties, irregularities and breakdowns in routine
- complex communications strategies used in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- questioning

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	• scenarios • simulation or role plays • authenticated evidence from the workplace and/or training courses
For consistency of assessment	Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.	
Communication objectives may be to:	• share information • reach consensus • contribute to policy • represent the business unit's position/interests in internal negotiations • resolve differences • negotiate a joint position/compromise • build reputation (of self and organisation/business unit) • market services
Those to be present may include:	• peers • colleagues • those senior or junior to the position • staff from other agencies
Mode of communication may include:	• telephone • teleconference • video conference • Internet (online forums) • face-to-face • one-on-one, or in a group • forum, seminar or conference
Organisation of subject matter may include:	• identifying features, advantages and benefits and aligning evidence/examples • anticipating likely disagreements and structuring material to address these

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Legislation**, **policy and guidelines may include:	• State/Territory and Commonwealth legislation, regulations, policies, guidelines and standards relating to exchange of information in the public sector, such as:
	  • ethics and accountability guidelines/codes of practice
	  • information security standards
	  • principles of equal employment opportunity, equity and diversity
	  • freedom of information and privacy.
	• intellectual property
	• fraud standards
	• professional liability

Reaction to speakers may include:	• own reaction • others present
Communication approach may include:	• catering to political sensitivities • working within government processes and operational frameworks • balancing debate and action • consideration of wider organisational/public sector issues • speaking with confidence • cultural, ethnic, diversity or equity considerations • consultative • collaborative • assertive • reasonable • humorous
Verbal and non-verbal behaviour may include:	• inclusive language, ideas and information • congruent speech and body language • speaking with confidence • impartiality • responsiveness • drawing on different sources of information
Language structures and features may include:	• use of metaphors and similes • use of analogy, imagery and other comparisons • use of passive voice • using personal names repeatedly to convey intimacy or sincerity • tone, style and point of view

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Unit Sector(s)

Not applicable.

Competency field

Working in Government.

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PSPGOV513A Refine complex workplace documents

Modification History

Release	TP Version	Comments
3	PSP12V1	Layout adjusted.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers written workplace communication at a level where preliminary research or documents may have been prepared by others as input, and final documents are being prepared. It includes critical analysis of workplace information, composition, revision and refinement to meet workplace requirements.

In practice, refinement of complex workplace documents may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, providing client service, leading a group, developing policy, undertaking research and analysis, etc.

This is one of 5 units of competency in the *Working in Government* Competency Field that deal with written communication. Related units are:

- PSPGOV208A Write routine workplace materials
- PSPGOV313A Compose workplace documents
- PSPGOV413A Compose complex workplace documents
- PSPGOV606A Prepare high-level/sensitive written materials

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Critically analyse information	1.1 ***Information*** is tested for relevance, reliability, consistency and usefulness to the task/organisation. 1.2 Fact is separated from opinion and underlying values and beliefs are identified. 1.3 Cultural context of the information is taken into account in the analysis. 1.4 Stereotypes, bias, prejudice and motive are recognised. 1.5 Conclusions are drawn and a critical analysis with supporting evidence is prepared and submitted in accordance with organisational requirements.
2. Compose/refine complex documents	2.1 The ***purpose***, audience and objectives of ***complex documents*** are confirmed in accordance with organisational requirements. 2.2 ***Structure and content*** of document is approved in line with the purpose and intended audience. 2.3 Risk assessment is undertaken and risk management is implemented in relation to document preparation and content, in accordance with the nature and classification of the material. 2.4 Information/documents provided by others are analysed for bias, gaps, the influence of values, attitudes and context, conflicting advice/evidence and political implications. 2.5 Information is synthesised and complex documents are prepared and ***submitted*** in accordance with ***organisational requirements, legislation, policy and procedures***. 2.6 Feedback is provided to contributors of information/documents

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ELEMENT	PERFORMANCE CRITERIA
	to improve future input in a manner that provides learning opportunities for the researchers/authors.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- reading and writing at a level to cope with a range of complex and sensitive workplace materials
- critically analysing and synthesising information to compose complex written documents
- refining content, structure and sequence according to the required purpose of written material
- using spelling, punctuation and grammar for workplace documents at an experienced level
- providing feedback on other people's work in ways suited to the diversity of the workplace, including creation of learning opportunities to improve research/document input
- responding to diversity, including gender and disability
- implementing ergonomic requirements for office work
- complying with environmental policies such as those relating to paper use/wastage/recycling

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to written communication in the public sector such as privacy, freedom of information, information security, confidentiality, copyright, intellectual property
- critical analysis of complex information
- politically and culturally sensitive documents
- organisational requirements for complex written documents
- government style manual requirements
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of preparing written materials

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Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPETHC501B Promote the values and ethos of public service
  - PSPGOV504B Undertake research and analysis
  - PSPGOV505A Promote diversity
  - PSPGOV515A Develop and use political nous
  - PSPLEGN501B Promote compliance with legislation in the public sector
  - PSPOHS501A Monitor and maintain workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- complex workplace documents composed/refined in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to written communication in the public sector
- examples of complex workplace documents
- government style guide
- case studies and workplace scenarios to capture the range of situations likely to be encountered when composing/refining complex workplace documents

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when refining complex workplace documents, including coping with difficulties, irregularities and breakdowns in routine
- complex workplace documents composed/refined in a range of (3 or more) contexts (or occasions, over time).

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	Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as: • people with disabilities • people from culturally and linguistically diverse backgrounds • Aboriginal and Torres Strait Islander people • women • young people • older people • people in rural and remote locations. Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of: • portfolios • projects • questioning • scenarios • authenticated evidence from the workplace and/or training courses
For consistency of assessment	Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.	
Information for critical analysis may include:	• applications • briefing papers • discussion papers • expert opinion • literature • plans • policy advice • project briefs • reports • research

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	• speeches • submissions • web site information
Purpose may include:	• influencing opinion • reporting on achievement • recommending options and corresponding actions • meeting regulatory requirements • meeting public sector reporting requirements • documenting policy • developing policy • obtaining funding • providing briefing material • contributing to strategic planning • responding to enquiries/complaints
Complex documents may include:	• funding submissions • briefing papers • speeches • media briefs • position papers • discussion papers • business cases • reports • project briefs • strategic and operational plans • functional area strategy • justification for policy development • policy guidance • counter argument to submission
Structure and content may include:	• executive summary • division into sections or chapters • tables of contents and indexes • conclusions • glossaries • footnotes/endnotes • references • critical analysis • facts and observations • submissions • creative ideas • recommendations and supporting arguments • opinion

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	• anticipated arguments and rebuttals • case studies
Submission of document may include:	• approvals • sign-off procedures

Organisational requirements may include:	• use of plain English
	• style formats
	• acknowledgements
	• particular terminology to be used/not used:
	  • acronyms
	  • technical terms
	  • bureaucratic language
	  • abbreviations
	• requirements for minimising jargon in written materials
	• requirements for written material to take account of cultural, ethnic, religious or language differences, disabilities, etiquette
	• guidelines for illustrative items
	• standards for references, acknowledgements, citations, footnotes, endnotes
	• using particular communication channels

Legislation, ***policy and procedures*** may include:	• State/Territory or Commonwealth legislation, regulations, policies, procedures and guidelines relating to the preparation and security of written information in the public sector, including freedom of information, copyright, privacy, confidentiality, equal employment opportunity, diversity, occupational health and safety • risk assessment • information security requirements • public sector standards • fraud control standards • codes of practice • codes of ethics • private or confidential materials • embargoed material • politically sensitive materials • security standards for government information

Unit Sector(s)

Not applicable.

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Competency field

Working in Government

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PSPGSD002 Administer government service delivery requirements

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGSD402A Administer government service delivery requirements. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to administer government service offers, agreements and records. It includes reviewing service offers or agreements, and reviewing and updating records.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Government service delivery

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Administer service offers or agreements	1.1 Identify and act on the need for assistance. 1.2 Identify and explain mutual obligations, rights and responsibilities associated with government service delivery. 1.3 Ensure delivery of services matches the circumstances.
2. Review service offers or agreements	2.1 Review service offer decisions as required. 2.2 Process appeals against service offer decisions. 2.3 Identify and negotiate ongoing resources and support required to progress the service offer. 2.4 Update records to reflect changes in circumstances.
3. Review and update government service delivery records	3.1 Review service delivery records for accuracy and currency. 3.2 Record and update information about individuals' needs as circumstances change. 3.3 Update information systems and records related to services provided to individuals. 3.4 Protect the privacy and security of personal information and records.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGSD402A Administer government service delivery requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGSD002 Administer government service delivery requirements

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- reading complex, formal documents including legislation and guidelines and explaining them to people from diverse backgrounds
- granting and adjusting payments

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- the range of applicant circumstances and complexity of needs in the context of government service delivery
- range of services available through the organisation
- mutual obligations, rights and responsibilities
- service offers
- appeal processes
- administration systems and requirements for payments and benefits
- legislation, policy, procedures and protocols relating to government service delivery, including work health and safety and environment and sustainability practices
- principles of equal employment opportunity and diversity

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPINV001 Plan and initiate an investigation

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to identify and confirm possible non-compliance, and plan and initiate a subsequent investigation. It includes planning and activating evidence collection, identifying witnesses and persons of interest.

This unit applies to those working in a range of regulatory work environments involving gathering and managing physical or documentary evidence from a range of sources.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to WHS in the context of investigations.

Those undertaking this unit would work independently using support from a range of established resources to perform complex tasks in a range of contexts, including some that are unfamiliar and/or unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Investigation

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Initiate preliminary investigation to confirm non-compliance	1.1 Assess information, confirm likely non-compliance and if matter under investigation falls within jurisdiction. 1.2 Prioritise importance and urgency of the matter for action. 1.3 Initiate documentation for investigation of alleged matter.
2. Plan investigation	2.1 Determine the objectives of the investigation and obtain necessary resources to conduct the investigation. 2.2 Identify and plan for risks associated with the investigation including sensitivities that might affect the organisation. 2.3 Select methods to achieve the investigation's objectives. 2.4 Identify timelines and prioritise tasks. 2.5 Confirm and initiate communication and case management requirements. 2.6 Record investigation planning. 2.7 Obtain approval to commence investigation.
3. Initiate investigation	3.1 Implement evidence recording process. 3.2 Identify, locate and contact possible witnesses to request information. 3.3 Identify and locate responsible parties and record their particulars. 3.4 Contact responsible parties for interview and inform them of the nature of the investigation as required by law. 3.5 Research evidence requirements to establish the type and standard of evidence and necessary resources according to the size of investigation and nature of the offence. 3.6 Select and initiate investigative techniques.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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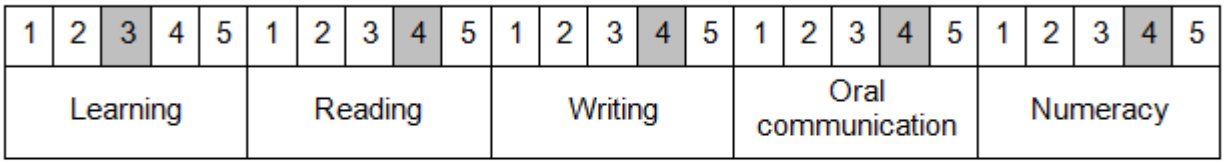
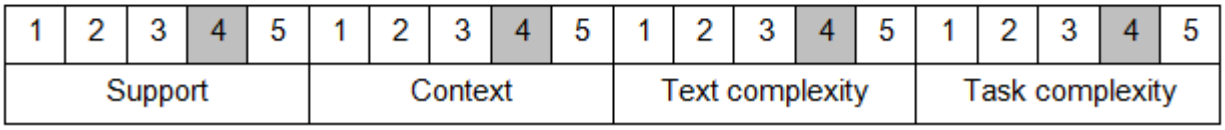
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPINV001 Plan and initiate an investigation

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- acting ethically
- applying legislation, regulations and codes of practice
- using process mapping
- undertaking research, analysis and problem solving in the context of investigating non compliance
- questioning and negotiating meaning
- responding to diversity
- using planning and time management in the context of investigations
- preparing written reports and recommendations requiring accuracy, formal language structures
- using information technology for data analysis, recording and reporting

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- investigation methodology and techniques
- rules and types of evidence
- storage and continuity of evidence
- applicable legislation
- aspects of criminal, civil or administrative law
- jurisdiction, powers and restrictions to investigate
- organisational policy and procedures
- cultural awareness

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- confidentiality and privacy issues
- reporting procedures which provide a written or electronic audit trail

Assessment Conditions

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when initiating investigations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPINV002 Conduct an investigation

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to conduct an investigation under commonwealth and/or jurisdictional law, in accordance with an established investigation plan. It includes gathering and managing evidence, identifying persons of interest, reviewing and reporting on progress and briefing/debriefing relevant personnel.

This unit applies to those working in a range of regulatory work environments.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to WHS and environment in the context of investigations.

Those undertaking this unit would work independently using support from a range of established resources to perform complex tasks in a range of contexts, including some that are unfamiliar and/or unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Investigation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe	Performance criteria describe the performance needed to demonstrate

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the essential outcomes	achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Locate and record information sources	1.1 Identify subjects and suspects involved in the matter under investigation and record details. 1.2 Obtain or verify authority to search, involving other organisations where necessary. 1.3 Collect and analyse information relevant to the investigation. 1.4 Identify and locate persons relevant to the investigation and eliminate persons who are not. 1.5 Access expert skills and knowledge when necessary to further assist staff in areas where they cannot, or are not authorised, to act. 1.6 Anticipate likely defences and include evidence to counter these.
2. Collect and manage information and exhibits	2.1 Collect, label, record and preserve identified and/or corroboratory evidence for later use in proceedings. 2.2 Identify, secure and manage evidence from incoming information. 2.3 Maintain continuity, security and integrity of exhibits. 2.4 Handle, record, store and dispose of exhibits.
3. Review and adjust investigation process	3.1 Monitor and review evidence collection to address gaps and inadequacies. 3.2 Conduct briefings and debriefings of all relevant personnel. 3.3 Conduct investigation with sufficient flexibility to allow for contingencies, modify process of investigation and implement solutions where practicable.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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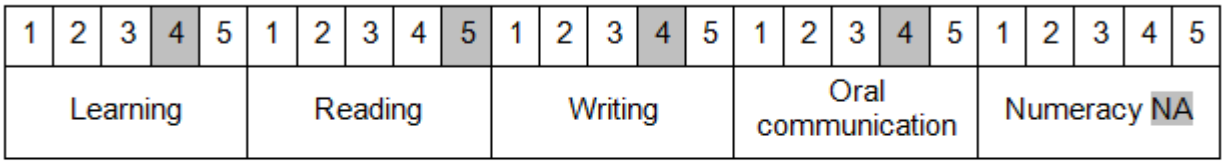
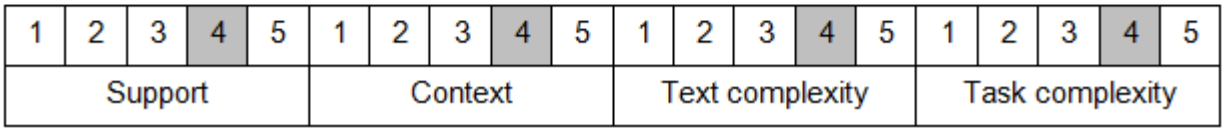
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPINV002 Conduct an investigation

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- organising and problem-solving
- liaising and negotiating
- communicating with people from diverse backgrounds
- making comparisons and exercising judgment about facts in written materials
- writing reports using formal structures and language
- collecting, labelling, recording and preserving identified and/or corroboratory evidence for later use in proceedings according to exhibit management principles, continuity of possession, legislation and standards

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- rules of evidence and legislation relevant to the jurisdiction
- legislation dealing with offence/s under investigation
- document management systems
- exhibit management principles
- organisational policies, guidelines and regulations
- equal employment opportunity, equity and diversity principles
- legal and ethical considerations in investigations which involve juveniles and indigenous people

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Assessment Conditions

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when initiating investigations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPINV003 Finalise an investigation

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to complete, review and report on the results of an investigation. It includes finalising the investigation, handling complaints and appeals, preparing an investigation report and using investigation outcomes.

This unit applies to those working in a range of regulatory work environments comprising gathering, managing and interpreting documentary evidence to determine appropriate responses including reporting and acting on investigation outcomes.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to WHS and environment in the context of investigations.

Those undertaking this unit would work independently using support from a range of established resources to perform complex tasks in a range of contexts, including some that are unfamiliar and/or unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Investigation

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Address investigation outcomes	1.1 Complete documentation if no breach has occurred or no action is to be taken, including reasons and justification. 1.2 Prepare and submit a record of the investigation and consequent recommendations for action. 1.3 Respond to complaints, appeals and the potential role of the ombudsman. 1.4 Advise relevant personnel on the outcome of the investigation. 1.5 Make recommendation for referral to another organisation as required and document for the organisation's information.
2. Report findings	2.1 Prepare finalisation report in relation to the findings and submission of evidence, with recommendations for subsequent action if relevant. 2.2 Prepare report and refer to relevant personnel for further action.
3. Finalise investigation	3.1 Undertake self-assessment of the conduct of the investigation and provide verbal and written briefings. 3.2 Inform relevant external organisations of outcomes and document this action. 3.3 Update organisational systems regularly, contributing investigation results for the development of statistics, trends and precedents.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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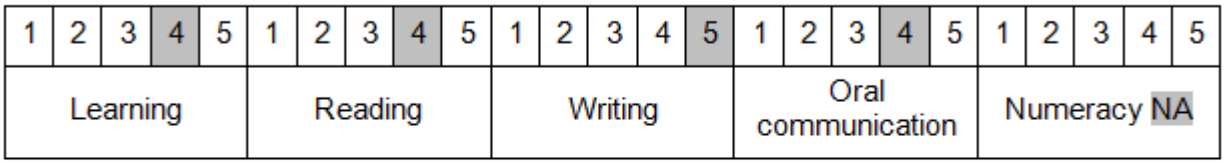
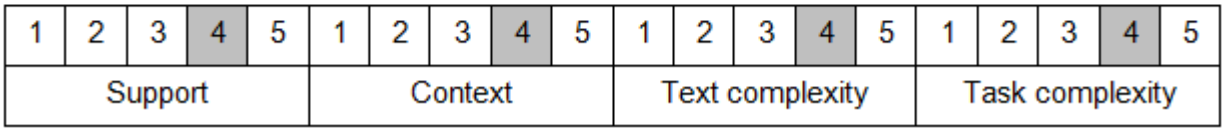
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPINV003 Finalise an investigation

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- undertaking analysis and problem-solving
- engaging in exchanges of sometimes complex oral information
- varying style and language during briefings to suit audience
- writing summaries, briefing papers and reports requiring clarity, accuracy and formality of structure and language
- applying analytical techniques, logic and reasoning to identify and select avenues of inquiry and substantiate these choices

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation relating to the offences under investigation
- investigation principles and the range of investigation techniques available
- organisational guidelines for reporting and information management
- ethical standards
- principles of equal employment opportunity, equity and diversity
- operational safety
- legislation related to anti-discrimination and disability
- different types of criminal activity and their elements
- available resources which may need to be deployed to support the investigation
- security issues and classifications
- legal and ethical considerations in investigations which involve juveniles and indigenous people

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- knowledge of case management systems and the range of contexts in which they can be applied
- court procedures and evidentiary in provision of briefs of evidence for use by the prosecution
- role and functions of other agencies who work with policing in the conduct of investigations
- methods and process for subject/suspect identification and profiling

Assessment Conditions

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when initiating investigations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPLEG003 Promote compliance with legislation in the public sector

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPLEGN501B Promote compliance with legislation in the public sector. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to promote compliance with legislation in the public sector. It includes modelling compliance with legislation.

This unit applies to those with responsibility for encouraging and assisting others to comply with public sector guidelines and procedures.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would generally work independently with supervisory responsibilities. They would perform complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Legislation and compliance

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Encourage compliance with legislative requirements	1.1 Use personal work practices to provide a consistent model of compliance with current public sector legislation and guidelines. 1.2 Provide responses to staff enquiries about the legislative requirements of the workplace. 1.3 Explain to staff the consequences of non-compliance relating to a range of legislation. 1.4 Use compliance strategies to encourage compliance with legislation, policies and guidelines in accordance with the situation.
2. Monitor compliance with legislative requirements	2.1 Monitor compliance with legislative requirements and resolve or refer issues. 2.2 Raise and address inadequacies in workplace procedures which contribute to non-compliance. 2.3 Report on compliance with legislative requirements.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPLEGN501B Promote compliance with legislation in the public sector.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPLEG003 Promote compliance with legislation in the public sector

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying research and evaluation
- reading and explaining complex and formal documents, including legislation and codes of ethics, and applying them to work practices
- communicating with others involving exchanges of complex oral and written information
- applying environmental and WHS procedures and promoting their use by others

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation relating to the public sector including WHS and environment
- regulations, guidelines, policy, practices
- public sector codes of ethics and conduct
- government processes and practices

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPLEGN401A Encourage compliance with legislation in the public sector

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the competency to encourage others (colleagues or those supervised) in the workplace to comply with legislation. It includes assisting others to comply with legislative requirements, and taking action on non-compliance.

In practice, encouraging compliance with legislation is demonstrated in the context of other generalist or specialist work activities such as using government processes, delivering and monitoring client services, using resources, preparing quotations, conducting interviews, awarding contracts etc.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assist others to comply with legislative requirements	1.1 Knowledge of the range of ***legislation and guidelines*** relating to the public sector workplace is regularly updated to ensure currency. 1.2 The way various pieces of legislation are integrated to provide a legislative framework for public sector work and the key requirements of each piece of legislation are confirmed and conveyed to ***others*** using language and examples suited to their individual needs. 1.3 Own work practices and procedures are used to provide a consistent model of compliance with legislative requirements relating to the public sector work environment. 1.4 The ***consequences of non-compliance*** with public sector legislation are identified and conveyed to others using language and examples suited to individual needs. 1.5 Others are assisted to locate and access current information on legislation and guidelines. 1.6 Others are encouraged to identify and obtain advice on apparently ***conflicting legislative requirements*** in accordance with organisational policy and procedures.
2. Act on non-compliance	2.1 Actions that might constitute breaches of legislation are identified and discussed with others in accordance with organisational requirements. 2.2 Possible breaches of legislation are acted upon or referred promptly to an authorised person/body in accordance with organisational procedures. 2.3 ***Inadequacies in workplace procedures*** which may contribute to non-compliance are reported and addressed in accordance with organisational procedures.

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Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- accessing and reading complex and formal documents such as legislation and related materials
- assisting others to apply legislation to work practices and to identify inappropriate conduct
- using guidelines to effectively administer legislative requirements
- exercising discretion in accordance with legislation and guidelines
- communicating with others involving exchanges of complex oral/written information
- using technology to access legislative requirements
- responding to diversity, including gender and disability
- applying environmental and occupational health and safety procedures and encouraging others in their application

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- the range of legislation relating to the public sector (including occupational health and safety, and specific enabling legislation relating to the business) and the key requirements of each
- public sector codes of ethics/conduct
- consequences of non-compliance
- procedures for acting on and reporting possible breaches of legislation
- equal employment opportunity, equity and diversity principles

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to

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increase the efficiency and realism of the assessment process include, but are not limited to:

- PSPETHC401A Uphold and support the values and principles of public service
- PSPGOV402B Deliver and monitor service to clients
- PSPGOV403B Use resources to achieve work unit goals
- PSPGOV407B Provide a quotation
- PSPGOV422A Apply government processes
- PSPPROC409A Receive and select offers
- PSPREG407B Produce formal record of interview

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- compliance with legislation encouraged in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- public sector legislation, regulations and guidelines
- procedures and protocols
- scenarios and case studies to capture the range of situations likely to be encountered when assisting others to comply with legislation

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when encouraging compliance with legislation in the public sector, including coping with difficulties, irregularities and apparently conflicting legislative requirements
- compliance with legislation encouraged in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people

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- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Legislation and guidelines may relate to:

- public sector standards:
  - codes of conduct/ethics
  - guarantee of service
  - legislated standards
  - State/Territory/Commonwealth/organisational standards
  - technical/industrial standards
  - professional standards
  - industry competency standards
  - anti-corruption legislation
  - whistleblowers' protection
- public sector employment:
  - employee relations
  - chief executive officer's instructions
  - Commissioner's instructions
  - public sector notices

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- workplace environment:
  - equal employment opportunity
  - affirmative action
  - workplace diversity
  - anti-discrimination
  - workplace harassment
  - occupational health and safety
  - duty of care
  - security, storage, handling and classification of documents
- financial management and accountability:
  - Treasurer's instructions
  - contractual obligations
- transparency:
  - freedom of information
  - professional reporting
  - accountability
  - fair trading
- business and community:
  - privacy
  - trade practices
  - competition
  - road transport legislation
- information and records management standards and legislation
- the organisation's enabling legislation, regulations
- aspects of common law, criminal law, contract law, employment law and administrative law, including judges' rules
- international legislation/codes of behaviour

Others may include:

- colleagues
- supervised staff
- contractors

Consequences of non-compliance may include:

- for individuals:
  - counselling
  - disciplinary action
  - transfer, demotion, dismissal
  - legal liability
  - fine
- external consequences, for example:

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- to clients
- to the organisation's reputation

Conflicting legislative requirements may include:

- apparent contradiction between statutes
- apparent conflict between statutes and policy requirements
- contradictions between different policy requirements
- contradictions within a single piece of legislation

Inadequacies in workplace procedures may include:

- insufficient financial/other controls
- insecure Internet/fax access
- non-auditable records processes
- ambiguous guidelines
- no guidelines
- unnecessary complexity
- use of non-current legislation

Unit Sector(s)

Not applicable.

Competency field

Legislation and Compliance

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PSPLEGN501B Promote compliance with legislation in the public sector

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers promotion of compliance with legislation in the public sector. It includes modelling compliance with legislation and related public sector guidelines and procedures and encouraging and assisting others to comply.

In practice, promoting compliance with legislation is demonstrated in the context of other generalist or specialist work activities such as developing client services, coordinating financial resources, providing human resource services, conducting investigations, directing contracts etc.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Model and encourage compliance with legislative requirements	1.1 Personal work practices are used to provide a consistent model of compliance with current public sector ***legislation and guidelines***.
	1.2 Responses to staff enquiries about the legislative requirements of the workplace are provided in a timely, consistent and constructive manner.
	1.3 The ***consequences of non-compliance*** relating to a range of legislation are explained to staff using language and materials suited to their levels of experience, learning styles and individual needs.
	1.4 ***Compliance strategies*** are used to encourage compliance with legislation, policies and guidelines in accordance with the situation at hand.
2. Monitor compliance with legislative requirements	2.1 Compliance with legislative requirements is monitored in accordance with organisational procedures.
	2.2 Compliance issues are resolved or referred in accordance with organisational policy and procedures.
	2.3 ***Inadequacies in workplace procedures*** which may contribute to non-compliance are raised promptly and addressed in accordance with organisational procedures.
	2.4 Compliance with legislative requirements is reported on, in accordance with organisational policy and procedures.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

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Skill requirements

Look for evidence that confirms skills in:

- applying research and evaluation
- assisting other people in areas such as conflict resolution, coaching, problem solving
- reading and explaining complex and formal documents such as legislation and codes of ethics and applying them to work practices
- communicating with others involving exchanges of complex oral and written information
- responding to diversity, including gender and disability
- using technology skills to access legislation and guidelines electronically
- applying environmental and occupational health and safety procedures and promoting their use by others

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation relating to the public sector (including occupational health and safety and environment)
- regulations, guidelines, policy, practices
- public sector codes of ethics/conduct
- government processes
- governance practices
- equal employment opportunity, equity and diversity principles

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPETHC501B Promote the values and ethos of public service
  - PSPGOV502B Develop client services
  - PSPGOV503B Coordinate resource allocation and usage

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- PSPGOV507A Undertake negotiations
- PSPGOV511A Provide leadership
- PSPGOV519A Manage performance
- PSPPM502B Manage complex projects
- PSPPROC502A Establish contract management arrangements

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- compliance with legislation promoted in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- public sector legislation, regulations and guidelines
- procedures and protocols
- scenarios and case studies to capture the range of situations likely to be encountered when promoting compliance with legislation

Where and how to assess evidence

Valid assessment of this unit requires:

- an environment that closely resembles normal work practice and replicates the range of conditions likely to be encountered when promoting compliance with legislation, including coping with difficulties, irregularities and apparently conflicting requirements
- compliance with legislation promoted in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

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- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment	Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Legislation and guidelines may include:

- public sector standards:
  - codes of conduct/ethics
  - guarantee of service
  - legislated standards
  - State/Territory/Commonwealth/organisational standards
  - technical/industrial standards
  - professional standards
  - industry competency standards
  - anti-corruption legislation
  - whistleblowers' protection
- public sector employment:
  - employee relations
  - chief executive officer's instructions
  - Commissioner's instructions
  - public sector notices
- workplace environment:
  - equal employment opportunity
  - affirmative action
  - workplace diversity
  - anti-discrimination

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- workplace harassment
- occupational health and safety
- duty of care
- security, storage, handling and classification of documents

- financial management and accountability:
  - Treasurer's instructions
  - contractual obligations
- transparency:
  - freedom of information
  - professional reporting
  - accountability
  - fair trading
- business and community:
  - privacy
  - trade practices
  - competition
  - road transport legislation
- information and records management standards and legislation
- the organisation's enabling legislation, regulations
- aspects of common law, criminal law, contract law, employment law and administrative law, including judges' rules
- international legislation/codes of behaviour

Consequences of non-compliance may include:

- for individuals:
  - counselling
  - disciplinary action
  - transfer
  - demotion
  - dismissal
  - legal liability
  - fine
- external consequences, for example:
  - to clients
  - customer service
  - to the organisation's reputation

Compliance strategies may include:

- education
- mentoring
- coaching

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	• shadowing • supervision • taking disciplinary or legal action
Inadequacies in workplace procedures may include:	• insufficient financial/other controls • insecure Internet/fax access • non-auditable records processes • ambiguous guidelines • no guidelines • unnecessary complexity • use of non-current legislation

Unit Sector(s)

Not applicable.

Competency field

Legislation and Compliance.

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PSPMGT001 Manage resources

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPMNGT602B Manage resources. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to manage resources in accordance with planned business strategies. It includes analysing resource requirements, developing resource plans, allocating resources, reviewing and reporting on resource usage.

This unit applies to those involved in the management of organisation resources.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously with management responsibilities, performing complex tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Management

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Analyse resource requirements	1.1 Develop resource bids in line with outputs identified in business plans. 1.2 Consult key stakeholders in determining the nature and level of resources required. 1.3 Analyse resource requirements to identify proposed costs and benefits. 1.4 Identify opportunities to share resources across business units within the organisation.
2. Develop resource plans to support achievement of business unit objectives	2.1 Develop resource plans that detail the acquisition and allocation of resources, and the relationship to business strategies, contingencies, plans, programs and processes. 2.2 Identify internal resourcing capabilities and external resourcing requirements. 2.3 Identify procedures for the evaluation of resource allocation. 2.4 Include processes for managing changing government priorities. 2.5 Obtain approval from senior management.
3. Allocate resources	3.1 Manage resource allocation to enable achievement of business unit objectives. 3.2 Negotiate and obtain resources within required timeframe. 3.3 Develop and implement systems to enable accurate monitoring and review of resource usage. 3.4 Incorporate efficient use of technology into work practices.
4. Review and report on resource usage	4.1 Develop and implement procedures to review resource allocation against business unit objectives. 4.2 Monitor compliance with program and project budgets and recommend and apply corrective action where necessary. 4.3 Prepare reports that indicate the level of performance achieved and any action taken to adjust or rectify procedures in meeting service and product delivery standards.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPMNGT602B Manage resources.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPMGT001 Manage resources

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations, policies, procedures and guidelines relating to resource management in the public sector
- using effective consultation and negotiation with stakeholders
- writing reports requiring reasoning and precision of expression
- communicating using complex exchange of oral information
- applying budgeting and financial management

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- financial management and budgetary processes in the organisation
- business strategies
- risk management concepts
- organisational goals, policies and procedures
- jurisdictional legislation and guidelines applicable to resource management, including work health and safety and environment

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPMNGT611A Manage evaluations

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers managing evaluations relevant to the full range of processes and outcomes in the public sector such as policy, procedures, processes, structures, service delivery, projects etc. It includes initiating and managing the implementation of evaluations and utilising evaluation findings.

In practice, managing evaluations may overlap with other generalist or specialist public sector workplace activities such as managing people, performance and client service, acting ethically etc.

This unit is one of 2 competencies relating to evaluation in the public sector, located in the Competency fields of *Working in Government* and *Management*. Related unit of competency is:

- PSPGOV509A Conduct evaluations

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills..

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Initiate evaluation**	1.1 A critical analysis of the need for evaluation is conducted that includes a scan of the internal and external environment, political imperatives, related activities and evaluations. 1.2 The ***scope*** of the evaluation and the terms of reference are determined in accordance with organisational policy and procedures, and a rationale, ***purpose***, outcomes and ***evaluation criteria*** are identified. 1.3 ***Stakeholders*** are identified and canvassed to ensure that their requirements are addressed in the planning stage of the evaluation. 1.4 Ownership of the evaluation data/outcomes and right of access to the reported results is secured in accordance with organisational policy and procedures. 1.5 A ***risk management*** strategy is developed and applied to ensure evaluation objectives will be met. 1.6 ***Infrastructure*** for the evaluation is approved in accordance with ***legislation, policy and procedures***.
2. **Manage implementation of evaluation**	2.1 Evaluation strategy is approved and a work plan for checking progress, reading reports and providing feedback and interim approvals is developed in accordance with requirements. 2.2 Processes identified for monitoring, evaluating and reporting progress of the evaluation against objectives and timelines are established in accordance with organisational requirements. 2.3 The political context and stakeholder expectations are managed in accordance with organisational policy and procedures, to

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ELEMENT	PERFORMANCE CRITERIA
	overcome barriers and ensure ongoing commitment/input to the evaluation.
	2.4 Progress of evaluation is monitored and changes are negotiated as needed to timeframes, methodology or tools in accordance with organisational policy and procedures.
	2.5 Interim and final evaluation ***reports*** are analysed, outcomes are compared to the evaluation criteria established at the outset and ***recommendations for action*** are analysed to ensure they are compatible with the organisation's strategic requirements.
	2.6 Evaluation findings are reported to stakeholders in accordance with organisational policy and procedures.
3. Utilise evaluation findings	3.1 An implementation strategy is developed to action approved recommendations and facilitate transition from current to future position.
	3.2 Evaluation findings are ***disseminated*** and ***applied*** in accordance with organisational policy and procedures.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- researching information
- developing objectives and evaluation criteria
- data gathering/management/measurement
- planning and analysis
- negotiating and problem solving
- applying project management in the context of managing an evaluation
- using a range of communication styles for communicating with different audiences and purposes
- responding to diversity, including gender and disability
- applying sustainability principles

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- evaluation principles - time, cost, quality, quantity, efficiency
- reporting requirements to a range of audiences

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- legislation, policy and procedures relating to the conduct of evaluations in the public sector
- public sector values, ethics and codes of conduct
- equal employment opportunity, equity and diversity principles
- environmental/sustainability standards

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPMNGT604B Manage change
  - PSPMNGT605B Manage diversity
  - PSPMNGT606B Manage quality client service
  - PSPMNGT608B Manage risk
  - PSPMNGT609B Formulate business strategies
  - PSPMNGT610A Manage public sector financial resources
  - PSPMNGT612A Review and improve business performance
  - PSPMNGT613A Develop partnering arrangements
  - PSPMNGT614A Facilitate knowledge management
  - PSPPOL601A Develop public policy

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- management of evaluations in a range of (3 or more) contexts (or occasions, over time)

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Resources required to carry out assessment

These resources include:

- legislation, policies, procedures and protocols
- evaluation models/types
- access to evaluation targets/objectives
- case studies and workplace scenarios to capture the range of evaluation situations likely to be encountered in the public sector

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing evaluations, including coping with difficulties, irregularities and breakdowns in routine
- management of evaluations in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

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Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Scope may include evaluation of	• planning • delivery • results • needs • objectives • design • outputs • outcomes
Purpose of evaluation may include:	• measuring merit/quality • measuring worth or value for a particular purpose • measuring results, outputs or outcomes • decision making • unintentional negatives
Evaluation criteria may include:	• whether objectives have been met • standards against which to compare quality • baseline studies for comparison • performance measures • key success areas • key performance indicators • results/outputs/outcomes • value for money • public interest • those identified for a project prior to its implementation

Stakeholders may include:	• all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services such as:
	  • employees at all levels of the organisation
	  • community
	  • clients
	  • students, parents/guardians
	  • other public sector organisations

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- private sector
- non-government organisations
- union and association representatives
- boards of management
- government
- Ministers

Risk management may include:

- identification of risks
- acceptance of risks
- avoidance of risks
- minimisation of risks

Evaluation infrastructure may include:

- steering committee
- manager
- research staff
- administration staff
- office
- telephone
- technology
- email
- web site
- equipment
- consumables
- resources including time, staffing, budget
- specialist or technical support
- contractors

Legislation, policy and procedures may include:

- Commonwealth and State/Territory legislation including equal employment opportunity and anti-discrimination law
- national and international codes of practice and standards
- the organisation's policies and practices
- government policy
- codes of conduct
- confidentiality
- privacy
- ethical practices and procedures
- intellectual property
- copyright
- freedom of information
- environmental/sustainability policies

Reports may include:

- interim reports
- progress reports

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	• draft reports • executive summaries • presentations to meetings, groups, seminars • Internet or email presentations
Recommendations for action may include:	• new goals • improvement strategies • changes to services, products • change management strategies • termination • replacement • compliance with standards • further review
Dissemination of findings may be affected by:	• privacy requirements • security requirements
Application of evaluation findings may include:	• informing other projects • organisational development • contributing to knowledge management

Unit Sector(s)

Not applicable.

Competency field

Management.

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PSPMNGT614A Facilitate knowledge management

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers management of knowledge and information in the business unit to improve productivity and organisational efficiency, promote innovation and meet business unit goals. It includes establishing the organisational context for knowledge management, developing capability, facilitating knowledge management, and integrating aspects of knowledge management with information/records management.

In practice, facilitation of knowledge management may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government systems, managing change, managing diversity, facilitating workforce effectiveness, etc.

Related units in the Information competency theme in the *Working in Government* Competency field are:

- PSPGOV206B Handle workplace information
- PSPGOV307B Organise workplace information
- PSPGOV406B Gather and analyse information
- PSPGOV504B Undertake research and analysis

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish the organisational context for knowledge management	1.1 The organisation's history, culture, functions, strategic direction, performance and ***knowledge*** resources are identified. 1.2 Organisational strategies and goals that may be assisted by the development of organisational capability in ***knowledge management*** are identified. 1.3 The current ***knowledge management position*** of the organisation is assessed and the ***strengths and weaknesses*** of its knowledge resources and activities are determined. 1.4 Consultation with ***stakeholders*** is undertaken to raise knowledge and awareness of knowledge management and to establish knowledge management ***goals*** for the business unit and/or the organisation. 1.5 The cultural aspects of knowledge and knowledge management are identified and explored in the context of the organisational environment.
2. Develop capability in knowledge management	2.1 The ***benefits*** of knowledge management are identified and promoted to build an environment where these benefits may be realised. 2.2 Knowledge management ***initiatives*** are developed and aligned with the overall organisational strategy and contribute to

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ELEMENT	PERFORMANCE CRITERIA
	business unit goals.
	2.3 Initiatives are developed to build long-term capability in knowledge management and a culture of sharing knowledge and creating new knowledge in the organisation.
	2.4 Knowledge management initiatives are focused on the management and use of tacit knowledge in the business unit and creating new knowledge, as well as the capture and sharing of explicit knowledge.
	2.5 Management and stakeholder support is built throughout knowledge management initiatives to ensure immediate successes are transformed into ongoing benefits.
3. **Facilitate knowledge management**	3.1 Strategies are implemented to facilitate the development of strong and trusting culturally diverse networks where knowledge can be created and shared.
	3.2 ***Methods for creating, discovering and acquiring*** knowledge are facilitated in the business unit.
	3.3 ***Methods and systems for capturing and storing*** knowledge are promoted in accordance with ***legislation, policy and procedures***.
	3.4 ***Methods and systems for presenting, distributing and sharing*** knowledge are promoted.
	3.5 ***Activities for revising and disposing of*** knowledge are facilitated in accordance with legislation, policy and procedures.
4. **Integrate aspects of knowledge management with information management**	4.1 Processes for the management of explicit knowledge are integrated with the organisation's information management processes/systems to ensure efficiency and to provide wide access to explicit knowledge.
	4.2 Explicit knowledge is recorded and stored in accordance with organisational and public sector standards for information/records management.
	4.3 Structuring, maintaining and linking of explicit knowledge to related organisational ***information*** is facilitated in accordance with organisational requirements.
	4.4 Knowledge and information are managed to improve their integration and use to meet business unit goals.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

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Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to knowledge management and information management
- showing leadership and taking risks in the context of knowledge management
- applying organisation and resource management techniques and methods
- building strong and trusting networks
- facilitating groups and learning
- communicating with a diverse range of stakeholders to build knowledge management capacity
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of knowledge and information management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to knowledge management and information management, such as privacy, freedom of information
- principles of knowledge management
- Australian Standard AS 5037(Int)-2003 Knowledge management
- tools and techniques related to introduction of knowledge management initiatives
- intersection of knowledge management with other disciplines, such as organisational learning, information management/technology, human resources management, communications
- cultural aspects of knowledge and knowledge management
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of knowledge and information management

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*

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- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPETHC601B Maintain and enhance confidence in public service
  - PSPGOV601B Apply government systems
  - PSPGOV602B Establish and maintain strategic networks
  - PSPLEGN601B Manage compliance with legislation in the public sector
  - PSPMNGT615A Influence workforce effectiveness
  - PSPMNGT602B Manage resources
  - PSPMNGT604B Manage change
  - PSPMNGT605B Manage diversity
  - PSPMNGT608B Manage risk

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- management of knowledge and information in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to knowledge management and information management
- current theory and practice in knowledge management
- Australian Standard AS 5037(Int)-2003 Knowledge management
- case studies and workplace scenarios to capture the range of situations likely to be encountered when managing knowledge and information

Where and how to assess evidence

Valid assessment of this unit requires:

- an environment that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing knowledge and information, including coping with difficulties, irregularities and breakdowns in routine
- management of knowledge and information in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as

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literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Knowledge is:

- a body of understanding and skills that is constructed by people
- increased through interaction with information (typically from other people)
- tacit - residing in the mind and may include aspects of culture or 'ways of doing things'
- explicit - when recorded as information in a document, image, film clip or some other medium AS 5037(Int)-2003
- also sometimes identified as 'expert' knowledge, or

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	'entrepreneurial' knowledge • affected by experience
Knowledge management is:	• a multi-disciplined approach to achieving organisational objectives by making best use of knowledge • involves the design, review and implementation of both social and technological processes to improve the application of knowledge in the collective interest of stakeholders AS 5037(Int)-2003
The organisation's current position in relation to knowledge management may include:	• low literacy in knowledge management and no trust or networks developed (new organisation) • low literacy in knowledge management but well-networked staff (existing organisation) • high literacy in knowledge management but no trust or networks developed (new organisation) • high literacy in knowledge management and well-networked staff (existing organisation)
Strengths and weaknesses may relate to:	• people • process • technology • content

Stakeholders may include:	• all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services, including:
	  • boards of management
	  • clients
	  • community organisations
	  • contractors
	  • employees at all levels of the organisation
	  • government
	  • Ministers
	  • other public sector organisations
	  • service providers
	  • suppliers
	  • the public
	  • union and association representatives
	  • volunteers

Knowledge management goals may include:	• new knowledge creation • improving knowledge utilisation • developing a community of practice in knowledge management with strong social networks

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Benefits of knowledge management may include:	• improved decision making • improved performance • improved productivity and organisational efficiency • retaining corporate knowledge and organisational learning • improving networking, trust and morale • increased innovation • increased motivation
Knowledge management initiatives may include:	• development of knowledge management policy/strategy • knowledge management projects • mentoring in knowledge management • electronic collaboration • tools and approaches to remedy weaknesses in knowledge management or build on strengths
Methods for creating, discovering and acquiring knowledge may include:	• meetings to foster innovation • employing staff or consultants with knowledge/skills not currently in the organisation for the purpose of knowledge transfer • research outside the organisation • through publications • analysis of existing and archived information • auditing/mapping of information • consulting staff in similar organisations

Methods and systems for capturing and storing knowledge may include:	• traditional information management systems, such as:
	  • files
	  • books
	  • journals
	  • documentation and archives
	  • intranets
	  • portals
	  • web sites
	  • databases
	  • electronic documents
	• ways of making tacit knowledge visible and available (without making it explicit and storing as above), such as advertising available expertise, providing help desk facilities
	• capturing learning from past activities
	• openness to change
	• drive for continual improvement

Legislation, policy and	• State/Territory and Commonwealth legislation, regulations and guidelines relating to knowledge management and

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procedures may include:	information management, such as privacy, freedom of information, confidentiality, security, etc • public sector management acts • codes of ethics • codes of conduct • public sector standards, such as fraud control, security management, risk control • disaster recovery
Methods and systems for presenting, distributing and sharing knowledge may include:	• information management systems • intranets • files • databases • work processes where explicit knowledge is formally distributed • face-to-face meetings • providing leadership to encourage risk taking • development of trusted social networks for knowledge exchange
Activities for revising and disposing of knowledge may include:	• processes to authenticate and update knowledge • processes to ensure that out-of-date or incorrect knowledge (especially tacit knowledge) is not used • processes for destruction of explicit knowledge that follow records management standards for destruction of records and public sector/legal requirements
Information is:	• data in a context to which meaning has been attributed AS 5037(Int)-2003

Unit Sector(s)

Not applicable.

Competency field

Management.

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PSPMNGT615A Influence workforce effectiveness

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the competency to ensure the effectiveness of the workforce, whether staff or contractors, in promoting the attainment of strategic objectives. It includes providing leadership to individuals and work teams, creating a cooperative work environment, capitalising on workplace emotions, motivating the workforce to achieve quality results, and delegating work to achieve strategic objectives, and managing up.

In practice influencing workforce effectiveness occurs in the context of other generalist or specialist work functions such as managing performance, managing diversity, managing change, managing client service.

This unit is one of a series of 4 units of competency relating to working with others, located in the Competency fields of *Working in Government* and *Management*. Related units are:

- PSPGOV302B Contribute to workgroup activities
- PSPGOV404B Develop and implement work unit plans
- PSPGOV511A Provide leadership

This unit replaces *PSPMNGT601A Facilitate workforce effectiveness*. The units are not equivalent as elements dealing with emotional intelligence and managing up have been added.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Provide leadership to individuals and work teams**	1.1 The vision and strategic goals of the organisation that impact on the work area are identified and promoted. 1.2 ***Workforce members*** are regularly consulted on business objectives, plans and operational issues to minimise role ambiguity and uncertainty. 1.3 Roles, functions, responsibilities and work goals are defined in accordance with organisational requirements, and are communicated and agreed. 1.4 Opportunities are provided for workforce members to clarify aspects of particular tasks, resolve issues and seek feedback or further direction. 1.5 Encouragement is provided to develop new and innovative practices, procedures, processes, technologies and strategies in line with corporate values, vision and goals. 1.6 ***Leadership*** is provided appropriate to changing priorities and situations and takes account of the specific needs of a diverse workforce.
2. **Create a cooperative work environment**	2.1 Cooperation in the work environment is actively facilitated through balanced and fair work allocation and recognition of all contributions.

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ELEMENT	PERFORMANCE CRITERIA
	2.2 Teams and individuals are encouraged to find styles of working which are consistent both with team and individual competencies, preferences and ***business unit*** objectives.
	2.3 Conflict management strategies are used to facilitate a cooperative work environment.
	2.4 Cooperative and productive relationships with individuals and teams are established.
	2.5 Leadership style and guidance that take into account the differing needs and background of a diverse workforce are used.
3. **Monitor and respond to workplace emotions**	3.1 Emotional ***strengths*** and triggers are ***identified*** for self and ***others in the workplace***, and communication, client service or work allocations are tailored to take account of these.
	3.2 Self-reflection and feedback is used to identify the effect on others of own emotions, and emotional control is exerted to model positive workplace behaviour.
	3.3 Opportunities are provided for others to express their thoughts and feelings, and ***emotions*** are taken into account in decision making to maintain a positive emotional climate in the workplace.
	3.4 Assistance is provided to others to identify the effect of emotions in the workplace and to ***develop*** and use their own ***emotional intelligence*** to build productive relationships and maximise workplace outcomes.
4. **Motivate the workforce to achieve quality results**	4.1 Ways to motivate a diverse workforce are explored and matched to individual needs.
	4.2 Opportunities are identified for individuals to develop competencies required to meet work objectives.
	4.3 Individuals' career development requirements are recognised and balanced with team objectives.
	4.4 Feedback that is prompt, consistent and constructive and ongoing is provided on performance.
	4.5 Achievements are promoted and rewarded in a way which openly acknowledges the contribution of individuals and teams.
	4.6 ***Team building strategies*** are applied to strengthen individual and team commitment to organisational vision and work unit goals.
5. **Delegate work to achieve business unit strategic objectives**	5.1 Work is delegated in accordance with individual competencies or as development opportunities arise, and sufficient information is communicated, resources allocated and support provided to enable tasks to be completed successfully.
	5.2 Responsibilities are delegated while still accepting accountability for their success/failure.

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ELEMENT	PERFORMANCE CRITERIA
	5.3 Mechanisms for monitoring progress in achieving work goals are established and implemented in accordance with organisational policy and practices.
	5.4 Areas for improvement are determined collaboratively and improved processes/strategies are implemented.
	5.5 Tasks are delegated effectively to facilitate the attainment of business unit objectives and the continuous improvement of business processes.
	5.6 Up-to-date and accessible record of delegations is maintained in accordance with organisational policy and procedures.
6. **Manage up**	6.1 People and influences outside the immediate work environment with the potential to affect work priorities, outcomes and resources are identified.
	6.2 Role relationships and responsibilities for managing up are analysed.
	6.3 Strategies are developed and implemented to ensure executives consider the operational consequences of policy changes.
	6.4 Strategies are used to engage support for public sector activities and ensure sufficient resources are provided to implement initiatives.
	6.5 Self-evaluation and feedback from ***others*** on own performance is used to continuously improve performance and outcomes.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- delegating work to others
- counselling and resolving conflict in teams
- using team building strategies
- using facilitation, negotiation and consultation requiring exchanges of complex oral information
- using consensual decision making skills
- keeping check of emotions when challenges arise, maintaining composure, perceiving the emotional motivators that drive individuals and groups in the workplace and engaging those motivators, where appropriate, to optimize organisational performance

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- using a variety of words and language structures to explain complex ideas to different audiences
- interpreting and explaining complex, formal documents and assisting others to apply them in the workplace
- responding to diversity, including gender and disability
- applying occupational health and safety strategies relevant to managing and working with others in a public sector workplace

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- organisational goals, policies and procedures
- equal employment opportunity, equity and diversity principles
- the relationship between effective human resource functions and the attainment of business unit objectives
- human resource policies and practices
- emotional intelligence principles and strategies
- group processes and facilitation techniques
- team building strategies
- the organisation's career and human resource development strategies, programs and plans
- conflict resolution strategies
- jurisdictional legislation applicable to management and human resource management functions
- occupational health and safety issues relevant to managing and working with others in a public sector workplace
- environmental and sustainability issues relevant to managing and working in a public sector environment

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPETHC601B Maintain and enhance confidence in

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public service
- PSPGOV601B Apply government systems
- PSPGOV602B Establish and maintain strategic networks
- PSPLEGN601B Manage compliance with legislation in the public sector
- PSPPOL603A Manage policy implementation

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- workforce effectiveness influenced in a range of (3 or more) contexts (or occasions, over time) such as working with staff, clients and contractors

Resources required to carry out assessment

These resources include:

- procedures and protocols
- public sector policies and legislation such as those dealing with:
- human resource management and development
- workforce capability
- case studies and workplace scenarios to capture the range of situations likely to be encountered when influencing workforce effectiveness

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when facilitating workforce effectiveness, including coping with difficulties, irregularities and breakdowns in routine
- workforce effectiveness influenced in a range of (3 or more) contexts (or occasions, over time) such as working with staff, clients and contractors

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women

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- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment	Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Workforce members may include:	• employees • consultants • external contractors • job rotation staff • trainees
Leadership refers to:	• the process of influencing others to engage in work behaviours that facilitate the attainment of the business unit's strategic objectives
Business unit may refer to:	• a program • sub-program • cost centre • area • division

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- branch
- production unit or section located within the organisation

Emotional strengths may include ability to:

- monitor and control negative emotions
- recognise and respond to others' emotional states
- see beyond an immediate emotional reaction to the real cause, rather than responding to the emotions on face value

Identification of emotions may need to take account of:

- the varying cultural expressions of emotion

Others in the workplace may include:

- management
- staff
- clients
- contractors

Emotions may include:

- anger
- anxiety
- apprehension
- caring
- confidence
- depression
- elation
- enthusiasm
- excitement
- fear
- happiness
- inadequacy
- joy
- nervousness
- over-confidence
- pride
- stress
- under-confidence
- unhappiness

Development of emotional intelligence may occur through:

- mentoring
- shadowing
- coaching
- training
- simulation

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Emotional intelligence is:	• widely recognised as the ability of an individual to monitor their own and others' emotions in a social or work environment, to discriminate among the emotions and to use the information to guide their thinking and actions • characterised by self-awareness (personal), self-management (personal), social awareness (social) and relationship management (social)
Team building strategies may include:	• defining and clarifying objectives/work area plans • strengthening communication processes • clarifying ground rules and behavioural expectations • fostering creativity • offering constructive feedback • providing facilitated meetings • recognising achievements
Others may include:	• superiors • reportees

Unit Sector(s)

Not applicable.

Competency field

Management.

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PSPOHS301A Contribute to workplace safety

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the competency to contribute to a safe workplace for self and others. It includes contributing to workplace safety arrangements, identifying hazards and controlling risks.

In practice, workplace safety may be demonstrated in the context of other work activities such as contributing to workplace activities, organising workplace information, implementing change, giving and receiving feedback.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to participative workplace safety arrangements	1.1 Occupational health and safety ***issues*** are addressed/reported to ***designated personnel*** in accordance with workplace procedures and ***occupational health and safety legislation***. 1.2 ***Contributions*** are made to ***participative workplace safety arrangements*** within organisational procedures and scope of responsibilities and competencies.
2. Identify hazards and control risks	2.1 Existing and potential ***hazards*** in the work area are identified, dealt with and/or reported to designated personnel according to workplace procedures. 2.2 ***Workplace procedures*** and work instructions for ***controlling risks*** are identified and implemented. 2.3 Workplace procedures for dealing with accidents and ***other hazardous events*** are followed whenever necessary within scope of responsibilities and competencies. 2.4 Feedback on the effectiveness of safety procedures and risk control measures is provided to enable improvements to be made where necessary.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying objective identification of workplace safety issues

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- documenting hazards in clear language according to organisational guidelines
- accessing workplace safety legislation, policies and procedures electronically or in hard copy
- reading documentation such as workplace safety legislation, policies and procedures and applying them to work practices
- tailoring communication to suit different audiences, such as colleagues, management, safety representatives, inspectors
- responding to diversity, including gender and disability

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legal rights and responsibilities of the workplace parties
- the ways in which occupational health and safety is managed in the workplace, and legal requirements
- participative arrangements for workplace safety
- workplace hazards and associated risks
- preferred order of ways to control risks
- occupational health and safety procedures
- the meaning of workplace occupational health and safety symbols and signs
- designated workplace personnel responsible for occupational health and safety

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPGOV301B Work effectively in the organisation
  - PSPGOV302B Contribute to workgroup activities
  - PSPGOV303B Build and maintain internal networks
  - PSPGOV306B Implement change
  - PSPGOV307B Organise workplace information
  - PSPGOV308B Work effectively with diversity
  - PSPGOV312A Use workplace communication strategies

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- PSPGOV313A Compose workplace documents

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- contribution to workplace safety in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- organisational occupational health and safety legislation, policies and procedures
- details of the organisation's occupational health and safety system
- information on hazards and risks relevant to the workplace
- personal protective equipment
- relevant work areas for identification of hazards and control measures

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when contributing to workplace safety, including coping with difficulties, irregularities and breakdowns in routine
- the applicant to contribute to workplace safety in a range of (3 or more) contexts (or occasions, over time)
- the assessor to have recognised expertise in managing occupational health and safety in the industry, or work in an assessment team with such a person.

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination

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	of 2 or more of: • case studies • demonstration • observation • questioning • scenarios • simulation or role plays • authenticated evidence from the workplace and/or training courses
For consistency of assessment	Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Occupational health and safety issues may include:	• hazards relating to the physical environment • workplace stress • conflict • bullying • harassment

Designated personnel may include:	• supervisors
	• managers
	• team leaders
	• designated occupational health and safety officers
	• health and safety representatives
	• other persons authorised or nominated by the enterprise or industry to:
	  • perform specified work
	  • approve specified work
	  • inspect specified work
	  • direct specified work

Occupational health and safety legislation may	• State/Territory/Commonwealth occupational health and safety acts, regulations and codes of practice including, but

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include:	not limited to: • regulations and codes of practice relating to hazards present in the workplace or industry • general duty of care under occupational health and safety legislation and common law • provisions relating to roles and responsibilities of health and safety representatives and/or occupational health and safety committees • provisions relating to occupational health and safety issue resolution
Contributions may include:	• identifying and reporting hazards and their associated risks • identifying safety issues and hazards that can be addressed immediately and taking action in accordance with safety procedures • reporting on effectiveness of safety procedures and risk controls • suggesting improvements to procedures and controls • listening to the ideas and opinions of others in the workplace • sharing opinions, views, knowledge and skills
Participative workplace safety arrangements may include:	• formal and informal health and safety meetings • health and safety committees • other committees, for example, consultative, planning and purchasing • meetings called by health and safety representatives • suggestions, requests, reports and concerns put forward to management
Hazard identification may include:	• checking equipment or the work station and work area before work commences and during work • workplace inspections • responding to physical cues that ergonomics are ineffective and need adjustment • on-the-job housekeeping checks (spills, furniture out of place, loose hand rails, curling mats, frayed cords, etc) • anticipation of potential hazards
Workplace procedures may include:	• complying with workplace occupational health and safety symbols and signs • hazard reporting procedures • job procedures, safe work instructions and allocation of responsibilities • emergency procedures • incident and near miss reporting and recording procedures

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	• consultation on occupational health and safety issues • correct selection, use, storage and maintenance procedures for use of personal protective equipment • risk control procedures

Controlling risks may include actions such as:	• consultation with others
	• measures to remove the cause of the risk at its source
	• application of the hierarchy of control, namely:
	  • elimination
	  • substitution
	  • engineering controls
	  • administrative controls
	  • personal protective equipment

Other hazardous events may include:	• fires • bomb threats • chemical spills • occupational violence • natural disasters/events • terrorist attacks

Unit Sector(s)

Not applicable.

Competency field

Occupational Health & Safety

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PSPPCM001 Carry out basic procurement

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPROC303A Carry out basic procurement. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to plan and undertake basic procurement of goods or services and receive goods or services.

This unit applies to those working in public sector roles whose duties include simple purchasing of low-value goods or services, and coordinating the end-to-end process.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, and as part of a team, while performing routine tasks, in familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Procurement

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan for basic procurement of goods or services	1.1 Confirm procurement requirements and limit of delegated authority. 1.2 Determine the most suitable option for acquiring goods or services considering value for money. 1.3 Identify the approval process. 1.4 Conduct risk planning for the procurement activity.
2. Undertake procurement	2.1 Obtain quotes and approvals for procurement of goods or services with any conflict of interest declared and resolved. 2.2 Assess and select suppliers or service providers in line with the organisation's financial management system and on the basis of best value for money. 2.3 Initiate and conduct procurement in accordance with organisation's probity and governance requirements.
3. Receive goods or services	3.1 Implement quality assurance processes to ensure goods or services meet procurement specifications. 3.2 Resolve non-compliance with specifications within limits of own authority. 3.3 Confirm receipt of goods or services and process accounts for payment. 3.4 Maintain records and meet reporting obligations to provide an audit trail.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPROC303A Carry out basic procurement.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCM001 Carry out basic procurement

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion:

- writing and conveying procurement requirements
- consulting and negotiating with providers
- assessing procurement options and selecting the most suitable option
- assessing goods and services against specifications

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- Commonwealth, state/territory and local government procurement legislation, policies and procedures, including environmental purchasing guidelines
- conflict of interest, gifts and inappropriate relationships with providers relating to procurement of goods and services
- procurement options and methods
- coping with difficulties, irregularities and breakdowns in routine in 3 or more contexts or occasions

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPPCM004 Plan procurement

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPROC411A Plan procurement. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to plan, justify and approve of procurement requirements to achieve the required outcome. It includes defining and justifying the need, researching potential impact and risks, and securing organisational support to proceed with procurement activity

This unit applies to those working as public sector staff required to plan procurement.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under minor supervision, while performing complex tasks in familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Procurement

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Interpret procurement requirements	1.1 Consult with stakeholders to determine whether viable alternatives to procurement exist that address identified business need, to define and clarify requirements, and to justify the procurement decision. 1.2 Conduct scoping of procurement requirements identifying outcomes, objectives and logistics or supply chain factors. 1.3 Conduct market analysis to identify factors that may impact on procurement decisions. 1.4 Confirm procurement approvals and appropriations for whole-of-life of the activity. 1.5 Access information on sources of supply to determine possible providers and identify and resolve any conflict of interest. 1.6 Specify planned provider contract arrangements. 1.7 Investigate issues and opportunities for integration into procurement activity.
2. Plan procurement activities	2.1 Outline procurement requirement from transition to close out. 2.2 Plan opportunities to obtain stakeholder input at all stages of the procurement process. 2.3 Confirm resource requirements and nominate responsible authorities. 2.4 Include strategies for briefing potential bidders when required, and ensure they are practical and meet probity requirements of fairness and impartiality, public sector standards and organisational protocols.
3. Manage procurement plans	3.1 Develop and approve procurement documentation and procurement plan which contains relevant detail about the procurement process and desired business outcomes. 3.2 Seek stakeholder input at all stages during the development of the procurement plan. 3.3 Consider probity risks in the procurement process. 3.4 Communicate approved procurement plan or strategy to stakeholders.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPROC411A Plan procurement.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCM004 Plan procurement

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- consulting with stakeholders
- writing a procurement requirement
- analysing issues relating to procurement need
- making comparisons, justifying a point of view and providing supporting evidence
- researching issues relating to procurement need
- planning issues relating to procurement need
- learning skills to keep up-to-date with relevant procurement legislation, policies and procedures

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- Commonwealth, state or territory, and local government legislation, policies, practices and guidelines relating to contract management, including environmental purchasing and corporate social responsibility guidance
- organisational procurement policies, practices and approval processes
- probity principles and issues
- codes of conduct, codes of practice and standards of individual behaviour relating to procurement
- life cycle costs
- whole-of-life considerations
- technical knowledge or subject matter expertise in the goods or services being procured

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- aspects of law of contract, laws of tort, trade practices law, commercial law and other legislation relating to receipt and evaluation of offers, negotiation and award of contracts

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPPCM005 Develop and distribute requests for offers

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPROC412A Develop and distribute requests for offers. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to develop and disseminate a request for offers to fulfil procurement requirements. It includes specifying the requirement, developing the formal request for offer documents and developing the offer evaluation plan.

This unit applies to those working as public sector staff required to develop and distribute requests for offers.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, while performing complex tasks in familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Procurement

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Specify procurement requirement	1.1 Undertake scoping of requirement to identify outcomes, objectives and practical requirements. 1.2 Prepare statement of requirement. 1.3 Consider needs of clients, end users and other stakeholders and incorporate into statement of requirement. 1.4 Ensure procurement outcome is fair to, and achievable by, potential providers. 1.5 Specify planned provider contract arrangements, standards of performance and codes of practice, incentives, disincentives and performance measures.
2. Develop request for offers	2.1 Develop and clarify request for offers and contractual conditions suitable for procurement activity with clients, providers and/or experts as necessary. 2.2 Develop and clarify contractual conditions suitable for procurement activity with clients, providers and/or experts as necessary. 2.3 Obtain input on content of request for offer documents and proposed contractual conditions from market according to probity requirement of impartiality when possible and appropriate. 2.4 Obtain approvals to approach marketplace. 2.5 Maintain records relating to documenting request, and seeking, processing and closing offers.
3. Manage offer evaluation plan	3.1 Develop and document offer evaluation plan, including criteria for evaluation and approve prior to releasing formal request documentation to the market. 3.2 Arrange specialist expertise to evaluate offers and membership of evaluation panel if required. 3.3 Ensure offer evaluation plan complies with probity requirements, in particular impartiality and management of conflict of interest.
4. Manage distribution and receipt of offers	4.1 Disseminate request for offers. 4.2 Clarify information in the request for offer as required. 4.3 Disseminate requests for offers and closing offers in line with probity issues. 4.4 Deal with late offers and non-conforming bids.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPROC412A Develop and distribute requests for offers.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCM005 Develop and distribute requests for offers

Modification History

Not applicable.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- consulting with stakeholders, specialists and providers
- reading complex documents
- applying probity requirements in specifying and developing requests for offers, providing briefings and information, and receiving offers
- managing the release of documents to stakeholders
- learning skills to keep up-to-date with relevant procurement legislation, policies and procedures

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- Commonwealth, state or territory, and local government legislation, policies, practices and guidelines: relating to requests for offers, including environmental purchasing and corporate social responsibility guidance
- organisational procurement policies, practices and approval processes
- probity principles and issues
- codes of conduct, codes of practice and standards of individual behaviour relating to developing and receiving requests for offers
- issues to be considered when developing requests for offers, including things like buying locally, and open or restricted opportunities to tender
- aspects of law of contract, laws of tort, trade practices law, commercial law and other legislation relating to requests for offers

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPPCM006 Select providers and develop contracts

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPROC413A Select providers and develop contracts. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to select preferred providers as a result of a formal request for offer process. It includes evaluating offers, obtaining approvals, developing and formalising contractual arrangements, and debriefing the market and other stakeholders.

This unit applies to those working as public sector staff required to select providers.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, while performing complex tasks in familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Procurement

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Select preferred providers	1.1 Form and coordinate evaluation panel. 1.2 Evaluate offers according to evaluation plan and organisational probity requirements which relate to managing conflicts of interest and adherence to public sector standards. 1.3 Obtain specialist expertise where necessary to assist with evaluation of offers. 1.4 Undertake clarification and negotiation of matters contained in offers with bidders. 1.5 Select preferred providers and develop, justify and document recommendations for allocation of business against selection criteria. 1.6 Obtain approvals for the recommended offers. 1.7 Notify successful providers.
2. Develop and formalise contractual arrangements	2.1 Obtain approvals to enter negotiations and negotiate final wording of contract. 2.2 Obtain approvals to enter into contracts and ensure contracts are signed by all parties before contracted work commences. 2.3 Structure contracts to capture and address identified risks, protect both parties, provide the basis for due performance, and outline expected standards of behaviour. 2.4 Ensure contracts are valid and legally binding to the parties.
3. Debrief market and other stakeholders	3.1 Provide advice on the contractual arrangements to internal stakeholders. 3.2 Inform unsuccessful bidders and provide constructive feedback on their proposals. 3.3 Make details of successful providers public.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPPROC413A Select providers and develop contracts.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCM006 Select providers and develop contracts

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- consulting and negotiating with contractors and stakeholders, involving complex oral and written exchanges of information
- networking within probity boundaries with diverse stakeholders and contractors
- applying probity requirements in evaluating offers, formalising contracts and debriefing stakeholders
- planning and organising skills to analyse and compare written information to ensure key elements from the specification and the procurement plan are captured in the written contract
- learning skills to keep up-to-date with relevant procurement legislation, policies and procedures

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- Commonwealth, state or territory, and local government legislation, policies, practices and guidelines relating to award of contracts, including environmental purchasing and corporate social responsibility guidance
- organisational procurement policies, practices and approval processes
- probity principles and issues
- codes of conduct, codes of practice and standards of individual behaviour relating to receipt and selection of offers

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- aspects of law of contract, laws of tort, trade practices law, commercial law and other legislation relating to receipt and evaluation of offers, negotiation and award of contracts
- equal employment opportunity

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPPCM007 Manage contracts

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPROC414A Manage contracts. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to manage contracts. It includes undertaking preparations, establishing and maintaining contract management arrangements, monitoring and maintaining contract performance, and completing and reviewing contracts.

This unit applies to those working as public sector employees with responsibilities relating to contract management.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously with management responsibilities while performing complex tasks in familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Procurement

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare to manage a contract	1.1 Confirm and clarify contract requirements, approvals and funding arrangements and identify obligations and limits of authority. 1.2 Clarify and assist with contract administration issues by contacting specialists and stakeholders and confirm operational elements of the contract. 1.3 Identify and clarify key contract clauses. 1.4 Identify and confirm process, timings, and key performance indicators with stakeholders. 1.5 Develop or review the risk management plan. 1.6 Develop or obtain contract management strategy and enter key details from the contract. 1.7 Form contract management team and allocate roles and responsibilities.
2. Implement a contract management strategy	2.1 Confirm and implement start-up or transition arrangements. 2.2 Establish information and contractor and stakeholder communication strategies. 2.3 Monitor and update risk management plan. 2.4 Manage relationship with contractors and stakeholders. 2.5 Obtain specialist expertise as necessary for progress meetings and for advice on or resolution of contract issues. 2.6 Maintain contract information and documentation.
3. Monitor and maintain performance of a contract	3.1 Ensure obligations to contractor and stakeholders are met. 3.2 Use monitoring and control measures and performance indicators to manage performance of contract and ensure that all obligations under the agreement are being met. 3.3 Manage contract variations. 3.4 Investigate and resolve or refer disputes and complaints. 3.5 Manage negotiation of contract issues. 3.6 Maintain communication with all stakeholders on the performance of the contract.
4. Complete and review contract	4.1 Confirm client satisfaction with contract deliverables. 4.2 Finalise, amend, cancel or terminate contracts. 4.3 Manage close-out, and renewal of contract or transition to a new contract. 4.4 Review contract management, contractor performance, user

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	satisfaction and audit results. 4.5 Document and explain variances to measures or outcomes that are not met in full. 4.6 Report on contractor performance and review contract management practice and make recommendations for improvement.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPROC414A Manage contracts.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCM007 Manage contracts

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- consulting and negotiating with contractors and stakeholders, involving complex oral and written exchanges of information
- networking, within probity boundaries, with diverse stakeholders and contractors
- interpreting complex documents, including contracts, legislation and guidelines
- applying simple supply chain and supplier issues management techniques

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- commonwealth, state or territory, and local government legislation, policies, practices and guidelines relating to contract management, including environmental purchasing and corporate social responsibility guidance
- contract performance management
- privacy and confidentiality issues
- probity principles and issues
- financial and accounting issues relevant to the contract

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPPCM008 Manage contract performance

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPROC503B Manage contract performance. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to implement strategies that ensure effective contract performance. It includes managing the business relationship, performance of the contract, and contract issues; and implementing a communication strategy.

This unit applies to those working in roles involved in procurement contract maintenance.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently seeking advice as required, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Procurement

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Manage the business relationship	1.1 Manage probity. 1.2 Meet obligations to the contractor. 1.3 Record consideration of conflicts of interest and their resolution. 1.4 Manage business relationship with contractor in the public interest through formal and informal mechanisms.
2. Manage performance of the contract	2.1 Implement start-up or transition arrangements. 2.2 Monitor and update contract management plan for effectiveness regularly. 2.3 Monitor performance of contract against key performance indicators and track milestones to ensure obligations under the agreement are being met. 2.4 Manage e-procurement, financial and other resources. 2.5 Identify and manage emerging and potential risks.
3. Manage contract issues	3.1 Manage contract variations. 3.2 Identify early signs of under-performance, and take action to improve performance. 3.3 Investigate and resolve or refer disputes and complaints. 3.4 Conduct negotiation of contract issues. 3.5 Address and resolve or refer conflict. 3.6 Deal with non-compliance with codes of conduct, codes of practice and standards of behaviour.
4. Implement communication and information strategy	4.1 Maintain communication on the performance of the contract with all stakeholders. 4.2 Carry out management reporting. 4.3 Maintain contract information for organisational purposes.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPPROC503B Manage contract performance.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCM008 Manage contract performance

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- networking with contractors and stakeholders
- reading and applying complex documents, including contracts, legislation and guidelines
- writing management reports and keeping records of meetings, liaison, notes and follow-up actions
- building effective working relationships with contractors and stakeholders
- modelling effective team management approaches
- referring issues to the correct person
- resolving disputes, conflict and complaints
- making judgements about when to refer disputes, conflict and complaints to others
- applying understanding of supplier issues/supply chain management in the context of contract management
- managing contract documentation
- planning and organising contract meetings, reports and reviews
- maintaining currency of best practice examples in procurement practice and relevant procurement legislation, policies and procedures
- use electronic procurement templates

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

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- Commonwealth, state or territory, and local government legislation, policies, practices and guidelines relating to contract management, including environmental purchasing and corporate social responsibility guidance
- organisational procurement policies, practices and approval processes
- contract management for diverse contractual situations
- privacy and confidentiality issues
- codes of conduct, codes of practice and standards of individual behaviour relating to management of contracts and relationships with contractors
- financial and accounting issues relevant to the contract
- legal aspects of negotiation
- aspects of law of contracts, trade practices law and commercial law relevant to the management of contracts relating to complex procurement

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPPCM011 Plan to manage a contract

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPROC506A Plan to manage a contract. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to establish arrangements for contract management. It includes confirming contract requirements, preparing a contract management plan, developing stakeholder relationships and implementing contract strategies and contractual arrangements.

This unit applies to those working in roles involving procurement contract management.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously while performing complex tasks, in familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Procurement

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Confirm contract requirements	1.1 Identify legislation, public sector standards and organisational requirements relating to probity, financial management, approvals and other considerations for inclusion in the contract management plan. 1.2 Re-confirm contract requirements with all parties. 1.3 Determine obligations to the contractor, limits of authority and delegations according to contractual arrangements. 1.4 Confirm start-up or transition arrangements.
2. Prepare contract management plan	2.1 Identify contract risks and develop a risk management plan. 2.2 Determine procedures to identify, receive and address contract variations. 2.3 Determine procedures to investigate, resolve or refer disputes or complaints. 2.4 Develop and negotiate key performance indicators and identify and approve administrative processes for the life of the contract. 2.5 Document, obtain approval on and maintain a contract management plan that addresses key elements. 2.6 Apply expected standards of behaviour, probity and privacy principles to all elements of contract management plan. 2.7 Apply environmental, sustainability and corporate social responsibility principles to all elements of contract management plan.
3. Develop stakeholder relationships	3.1 Identify stakeholder networks and relationships. 3.2 Use networking strategies to establish, develop and maintain working relationships to promote benefits to the contract requirements. 3.3 Develop and maintain confidence of stakeholders through high standards of behaviour and ethical conduct. 3.4 Use negotiation strategies to achieve positive outcomes when difficult situations arise. 3.5 Identify and confirm communication requirements in line with contractual obligations and stakeholder needs.
4. Implement contract strategies	4.1 Identify requirements of confidentiality and freedom of information for the contract. 4.2 Develop communication and/or information strategy that matches needs of the organisation, the contract and the contractor's

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	business environment. 4.3 Establish contract review requirements with stakeholders. 4.4 Develop contract review strategy to review management of the contract, contractor performance and user satisfaction.
5. Implement contractual arrangements	5.1 Establish and manage business relationship with contractor. 5.2 Implement start-up or transition arrangements. 5.3 Establish financial, administrative and information management processes. 5.4 Implement contractual arrangements according to contract management plan. 5.5 Maintain appropriate records for the life of the contract.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPROC506A Plan to manage a contract.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCM011 Plan to manage a contract

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- networking, consulting and negotiating with contractors and stakeholders
- developing a written contract management plan and sub-plans
- reading and applying complex documents, including contracts, legislation and guidelines
- provide feedback
- modelling effective team management approaches
- referring issues to the correct person
- applying understanding of supplier issues and supply chain management in the context of procurement risk management
- planning and organising skills to manage and update the contract management plan and sub-plans
- maintaining currency of best practice examples in procurement practice and relevant procurement legislation, policies and procedures
- use electronic procurement templates

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- Commonwealth, state or territory, and local government legislation, policies, practices and guidelines relating to contract management, including environmental purchasing, sustainability and corporate social responsibility guidance relevant to the contract
- organisational procurement policies, practices and approval processes

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- contract management planning for diverse contractual situations
- privacy and confidentiality issues
- codes of conduct, codes of practice and standards of individual behaviour relating to management of contracts and relationships with contractors
- financial and accounting issues relevant to the contract

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPPCM012 Plan for procurement outcomes

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPROC507A Plan for procurement outcomes. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to apply advanced planning to complex procurement within established guidelines, policies and procedures.

This unit applies to those working in roles involving procurement planning.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work would work autonomously while performing complex tasks, in familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Procurement

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Establish, apply and manage procurement governance arrangements	1.1 Make contributions to forward procurement planning. 1.2 Apply organisational, financial and budgetary framework effectively to procurement. 1.3 Research and apply organisational objectives, policies and goals. 1.4 Identify and apply relevant interacting legislative, policy and probity requirements to the proposed procurement activity. 1.5 Develop and/or assess procurement needs, aligned to organisational objectives, business plan and appropriate justification of estimated procurement expenditure. 1.6 Propose alternatives to procurement action where appropriate. 1.7 Apply and manage probity principles when planning procurement activities.
2. Identify, consult with and manage procurement stakeholders	2.1 Identify internal and external stakeholders for procurement activities. 2.2 Develop strategies to effectively gather information from and distribute information to procurement stakeholders throughout the procurement process. 2.3 Inform and educate stakeholders on the concept of value for money. 2.4 Develop strategies for the ongoing consideration and management of key stakeholders.
3. Conduct market research and develop appropriate strategies to approach the market	3.1 Conduct market research and analysis. 3.2 Identify strengths and weaknesses of the market. 3.3 Determine appropriate procurement options and procurement methods for approaching the market, taking into account relevant jurisdictional and organisational policy requirements.
4. Identify, source and manage resources to conduct procurement processes	4.1 Identify, seek and manage financial and budgetary resources required to effectively conduct procurement processes. 4.2 Identify, seek and manage technical and procurement expertise required to effectively conduct procurement processes, including the establishment of tender evaluation panel or working group. 4.3 Determine and apply appropriate structures and processes to the conduct of the procurement, including operation of the tender evaluation panel or working group.

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	4.4 Plan and communicate appropriate lead times for conducting procurement processes to stakeholders.
5. Define procurement specifications and requirements	5.1 Align procurement requirements with organisational objectives and business plans that are realistic in terms of the capacity of the market to supply. 5.2 Develop and/or critically assess statements of requirements and specifications that meet business needs of the organisation. 5.3 Review previous procurements and consult stakeholders to inform and define the specifications. 5.4 Explore the viability of specifications to ensure risks and whole-of-life costs and benefits are identified and to support value for money.
6. Undertake detailed procurement planning	6.1 Assist stakeholders to make meaningful contributions to procurement plans. 6.2 Conduct procurement risk assessments and determine appropriate risk management strategies. 6.3 Address jurisdictional, organisational, legislative, policy and probity requirements. 6.4 Design a procurement process that achieves a value for money outcome, including consideration of whole-of-life costs and benefits. 6.5 Document detailed procurement plans and sub-plans for the various activities that will be conducted throughout the procurement process, including evaluation and reporting requirements. 6.6 Plan prompt execution of financial delegations and other approvals. 6.7 Undertake procurement activity in line with jurisdictional, organisational and best practice requirements for accountability and transparency, including record keeping and reporting regimes.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPROC507A Plan for procurement outcomes.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCM012 Plan for procurement outcomes

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- networking, consulting and negotiating with contractors and stakeholders
- writing a business case
- reading and applying complex documents, including contracts, legislation and guidelines
- providing feedback
- modelling effective team management approaches
- referring issues to the correct person
- resolving complicated procurement issues
- developing options for inclusion in a business case
- undertaking research and business analysis
- planning procurement processes in alignment with business and organisational goals
- documenting procurement planning decisions and expected outcomes
- managing and updating the procurement plan and sub-plans
- maintaining currency in best practice examples in procurement practice and relevant procurement legislation, policies and procedures
- using electronic procurement templates

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

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- Commonwealth, state or territory, and local government legislation, policies, practices and guidelines relating to contract management, including environmental purchasing and corporate social responsibility guidance
- organisational procurement policies, practices and approval processes
- procurement planning for complex procurement requirements and associated outcomes in alignment with business and organisational goals
- probity principles and issues
- codes of conduct, codes of practice and standards of individual behaviour relating to the procurement process
- government procurement environment
- legal requirements of government procurement
- implications of particular procurement arrangements
- whole-of-life considerations
- financial and accounting issues relevant to the procurement
- cultural issues relating to complex procurement and industry development in certain industry sectors
- relationship management

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPPCY006 Develop organisation policy

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPOL501A Develop organisation policy. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to develop or review internal policy in an organisation, formulated to facilitate the implementation of government or board directives. It includes anticipating and confirming the need for policy development or review; planning the policy development process; gathering and analysing information; determining policy direction; and drafting, releasing and promoting policy.

This unit applies to public sector staff working in policy development.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, while performing complex tasks in familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Policy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Assess the need for policy development and/or review	1.1 Identify internal and external factors, issues, events, directions or government and/or board policies likely to cause changes to organisation policy. 1.2 Identify the likely implications and impact of factors on policy development in consultation with stakeholders. 1.3 Conduct a critical analysis of the need for new or revised policy including a scan of the wider internal and external environment. 1.4 Recommend priority areas for policy development and/or review. 1.5 Detail confirmation of the need for policy development and/or review with supporting evidence.
2. Plan the policy development process	2.1 Confirm the approving authority and relevant organisational procedures and protocols. 2.2 Identify and analyse issues likely to impact on the policy development process and address risks in planning. 2.3 Outline policy requirements in a policy development plan.
3. Gather and analyse information for policy development	3.1 Identify and engage with stakeholders through the establishment and maintenance of a representative and relevant policy network. 3.2 Identify, gather, analyse and interpret information required to support the policy development process. 3.3 Determine and apply an analytical framework for the development of the policy.
4. Determine policy direction	4.1 Develop a range of policy options and criteria for choice and communicate them to those responsible for selecting the policy direction. 4.2 Promote specific policy options to executives within the organisation. 4.3 Recommend preferred policy option. 4.4 Determine risk treatments in accordance with the policy development plan. 4.5 Obtain approvals.
5. Draft policy	5.1 Implement a cyclical process of consultation, feedback,

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	identification of changes and re drafting. 5.2 Implement risk management processes in accordance with the policy development plan to ensure progress against the timeframe and milestones. 5.3 Add an implementation plan in the policy that details responsibilities for implementation and strategies for transition, change management, initial and ongoing training and maintenance of the policy. 5.4 Add mechanisms within the policy for monitoring compliance, quality assurance, and evaluation of the policy.
6. Finalise development of policy	6.1 Clear policy through organisational channels, and gain agreement of critical stakeholders. 6.2 Ensure all stakeholders, particularly those who will be responsible for implementing the new or revised policy, are informed of the outcomes, and manage fallout from dissenting stakeholders. 6.3 Release and promote policy.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPOL501A Develop organisation policy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCY006 Develop organisation policy

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- reading and evaluating complex and formal documents
- researching, analysing and presenting information
- preparing written reports
- consulting on and validating policy
- dealing with different points of view and dissenting stakeholders

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- policy development processes and practices in the public sector
- policy cycles
- analytical policy development frameworks
- current policies underpinning the work area
- organisation and government procedures and protocols
- public sector code/s of ethics and code/s of conduct

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPPM401B Design simple projects

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the planning and development of simple, generally low risk projects that may be small scale and managed by one person or by a person with a small team. It includes identifying project requirements, preparing a business case, preparing the project plan and establishing project infrastructure. Contract management requirements are not included as this aspect is addressed by units of competency within the Competency field of *Procurement and Contract Management*.

In practice, project planning and development overlaps with other generalist and specialist work activities such as applying government processes, using resources, developing work plans, gathering information.

This unit, and unit *PSPPM405A Administer simple projects*, are mutually exclusive. One or the other, but not both, may contribute to a qualification.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Identify project requirements**	1.1 A rationale for the project is outlined that identifies the purpose, outcomes and likely benefits for the user/s. 1.2 ***Stakeholders*** are identified and their input is obtained at the planning stage to ensure the project proposal and its objectives are required and achievable. 1.3 The project environment is assessed and environmental issues are addressed in the project proposal. 1.4 ***Project parameters*** are determined and a project proposal is completed to organisational standards and within guidelines. 1.5 The project proposal is structured so it is compatible with organisational objectives and other organisational projects, and is designed in accordance with the organisation's ***policies and procedures*** and in consultation with ***specialists*** to meet user/client requirements.
2. **Prepare business case**	2.1 Research and analysis is undertaken to identify impacts and risks, ***constraining factors*** and alternate options. 2.2 Options and solutions are identified, advice is obtained and recommendations are made in accordance with the strategic direction of the organisation/work unit. 2.3 A ***report*** is prepared that demonstrates a business case for the project in accordance with organisational requirements. 2.4 ***Approvals*** for the project proposal are obtained in accordance with organisational policy and procedures.
3. **Prepare project plan**	3.1 ***Project scope*** is determined in terms of objectives, outcomes

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ELEMENT	PERFORMANCE CRITERIA
	and project deliverables.
	3.2 Specialists are consulted where necessary, to advise on potential risks, and ***options to manage risks*** are investigated and recorded in the ***project plan.***
	3.3 Each of the ***parameters*** identified in the proposal are addressed in the project plan in consultation with relevant parties and appropriate approvals are sought and recorded.
	3.4 ***Project management tools*** are utilised for planning in accordance with project requirements.
	3.5 Project outputs are determined that are measurable and achievable and indicators to monitor the performance of the project are developed, under guidance, and agreed by relevant parties in accordance with organisational policy and procedures.
4. **Establish project infrastructure**	4.1 An implementation strategy is developed in accordance with the project plan and organisational guidelines, and presented to stakeholders to gain project support.
	4.2 Terms of reference and ***project infrastructure*** requirements for set-up and implementation of the project are clarified in the implementation strategy in accordance with the project plan.
	4.3 Resources are obtained to set up the project office, and roles and responsibilities are assigned to team members and stakeholders as agreed in the project plan.
	4.4 Processes identified for monitoring, evaluating and reporting performance against project objectives are established in accordance with the project plan.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- detailing requirements, writing recommendations and preparing plans requiring precision of expression
- negotiating timelines, roles and responsibilities with stakeholders or team members
- communicating with stakeholders or team members using a range of communication styles to suit different audiences and purposes
- responding to diversity, including gender and disability

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- using project management tools
- applying workplace safety procedures in line with project planning requirements
- accessing/preparing information electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, organisational policies and procedures that may impact on the project and management of the project, for example:
- public sector codes of ethics/conduct
- occupational health and safety and environment requirements
- quality standards
- risk management
- financial management
- procurement
- human resources
- equal employment opportunity, equity and diversity principles
- organisational project approval processes
- scheduling
- change management
- project planning methods for small scale or low risk projects
- project management tools to suit the projects planned
- principles relating to the planning phase of project management for small scale or low risk projects

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPETHC401A Uphold and support the values and principles of public service
  - PSPGOV402B Deliver and monitor service to clients

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- PSPGOV403B Use resources to achieve work unit goals
- PSPGOV405B Provide input to change processes
- PSPGOV408A Value diversity
- PSPGOV411A Deal with conflict
- PSPGOV412A Use advanced workplace communication strategies
- PSPGOV416A Monitor performance and provide feedback
- PSPGOV422A Apply government processes
- PSPLEGN401A Encourage compliance with legislation in the public sector
- PSPOHS401B Implement workplace safety procedures and programs
- PSPPROC409A Receive and select offers
- PSPPROC410A Administer contracts
- PSPPM402B Manage simple projects
- PSPPM403B Close simple projects

- *Excluded units* that may not contribute to the same qualification as this unit:
  - PSPPM405A Administer simple projects

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- design of simple projects in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, guidelines, procedures and protocols relating to project management
- workplace project documentation
- scenarios and case studies
- documented information and/or examples of the assessee's personal work
- project management tools

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions

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likely to be encountered when planning projects, including coping with difficulties, irregularities and breakdowns in routine
- design of simple projects in a range of (2 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Stakeholders may

- project sponsor/funding bodies

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include:

- clients or customers (internal and external)
- industry
- other agencies
- general public
- relevant interest groups
- unions
- functional areas
- the organisation's senior management
- Ministers
- project team
- steering committee
- end user
- supplier/service provider

Project parameters include:

- project scope - outcomes, objectives, project deliverables
- feasibility
- skills required for project team
- people required for project including specialist expertise
- communications including reporting requirements
- risks associated with project including people, environment, resources, technology change during the life of the project, if applicable
- steering committee arrangements
- timeframe and milestones
- cost
- resources for project
- acquisition/procurement
- organisational structure for project
- project quality control and operational flexibility
- project governance structure
- monitoring through staged rollout
- project delivery requirements
- pilot outcomes
- intellectual property
- integration of project within organisation
- transition arrangements
- change management
- project evaluation

Policies and procedures may include:

- government legislation (Federal, State and Local) affecting organisation's administration such as:
  - public sector management acts

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- financial management and accounting legislation and regulations
- privacy legislation

- government and organisational guidelines and procedures relating to:
  - project governance
  - resourcing
  - security
  - strategic plans
  - recruitment
  - risk management
  - procurement guidelines
  - designation approvals
  - industrial agreements

Specialists may include:

- legal
- technical
- financial
- other functional areas
- other relevant agencies
- logistics

Constraining factors may include:

- political
- industrial
- legislative
- technical
- financial
- resourcing
- social and cultural considerations
- cultural change management (internal)
- security/privacy
- environmental
- logistic support

Analysis report will contain:

- cost-benefit analysis

Approval may be required from:

- project sponsor/funding body
- business owner of the project
- program manager
- line manager
- project governance office/personnel in the organisation
- chief executive officer, manager or management

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	representative • customer or client
Project scope is defined by:	• objectives - aims/goals for doing the project • outcomes - measurable benefit achieved from the utilisation of the outputs delivered by the project • outputs/project deliverables - the services/products delivered by the project
Options to manage risks may include:	• acceptance • avoidance • minimisation • transfer • strategies • flexibility • empathy • emotional intelligence
Project plan will include some or all of:	• acquisition strategies • budget and financial management strategy • contract management • cost estimates • evaluation criteria • expected outcomes/measurable benefits of the project • facilities • inclusions and exclusions from project • information/communication strategy • intellectual property strategies • milestones • objectives • outputs/project deliverables and their acceptance criteria • people plan including human resource management and human resource development • performance criteria/indicators • project control mechanisms • project implementation strategy • project governance strategy • purpose • quality assurance • quality control • quality standards for project • rationale

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- required project resources
- resource management
- risk management
- roles and responsibilities
- schedule/timeline
- task/work breakdown structure (WBS)

Project parameters include:

- risk management
- schedule management
- financial management
- communication, including reporting
- resources management
- logistics management
- scope management
- change management
- quality management
- people management
- occupational health and safety management

Project management tools may include:

- risk analysis
- organisational project governance framework
- communications plan
- reporting framework
- project management software and other tools:
  - Gantt and bar charts
  - Program Evaluation and Review Technique (PERT) charts
  - Critical Path Method
- cost schedule control system
- logistics support analysis
- life cycle cost analysis
- spreadsheets
- recording systems - electronic and manual

Project infrastructure may include:

- staffing levels/need for recruitment action and training
- equipment and technical support
- resource requirements including travel, finance etc
- project office accommodation
- management infrastructure

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Unit Sector(s)

Not applicable.

Competency field

Project Management.

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PSPPM402B Manage simple projects

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers management of generally low risk projects that may be small scale and managed by one person or a person with a small team. It includes implementing project start-up activities, coordinating project implementation, monitoring the project and arranging follow-up activities. Contract management requirements are not included as this aspect is addressed by units of competency within the Competency field of *Procurement and Contract Management*.

In practice, managing simple projects overlaps with other generalist and specialist work activities such as applying government processes, using resources, gathering information, managing contracts etc.

This unit, and unit *PSPPM405A Administer simple projects*, are mutually exclusive. One or the other, but not both, may contribute to a qualification.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Implement start-up activities**	1.1 The ***project plan*** is updated with confirmed information for key dates and activities, resources and project governance details in accordance with the project implementation strategy. 1.2 Project ***stakeholders'*** understanding of and agreement to fulfil the project requirements and their roles and responsibilities are confirmed. 1.3 ***Required systems*** are established and maintained throughout the project in accordance with the project plan. 1.4 A working knowledge of ***project management tools*** is used to facilitate integration of project activities and achievement of project outcomes.
2. **Coordinate project implementation**	2.1 ***Integration*** and ***management*** of project activities are handled in accordance with the project plan. 2.2 Stakeholder input and expectations are managed and their commitment is maintained throughout the life of the project in accordance with organisational policy and procedures and the project plan. 2.3 Disagreements and disputes are resolved or referred to a higher authority in accordance with organisational policy and procedures. 2.4 Project ***change proposals*** are received and changes are recommended/made in accordance with the project plan, and documented in accordance with ***policy and procedures***.
3. **Monitor project**	3.1 All aspects of the project are continually monitored and

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ELEMENT	PERFORMANCE CRITERIA
	corrective action is taken as necessary to maintain progress in accordance with the project plan.
	3.2 Consultation and reporting mechanisms are applied in accordance with the communication plan when dealing with management, staff and/or contractors, steering committee members or other stakeholders.
	3.3 Project governance plans and any related contracts are monitored, reviewed and amended as appropriate, and results are reported in accordance with the communication plan.
	3.4 Project progress is monitored against agreed milestones in accordance with the project plan to provide a measure of performance throughout the life of the contract.
	3.5 Programmed review of objectives and achievement is implemented in accordance with the project plan.
4. **Arrange project follow-up activities**	4.1 Project deliverables are analysed against ***specifications***, performance standards and project objectives, under broad guidance, and the results are reported to stakeholders.
	4.2 An initial support package or product manual is produced, if required, to provide guidance for stakeholders who will be required to apply the project results.
	4.3 The support package includes options for stakeholders to take account of environmental and cultural factors in applying project results.
	4.4 Operational and support authorities are consulted to research any testing/trialling/building requirements resulting from the project, and evaluation of any recommendations are included in the project report.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- leading and mentoring people to achieve project deliverables
- maintaining agreement of stakeholders and team members to timelines, roles and responsibilities
- communicating with stakeholders and team members using a range of communication styles to suit different audiences and purposes

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- responding to diversity, including gender and disability
- using project management tools applicable to small scale or low risk projects
- applying ethical decision making and problem solving related to project management of small scale or low risk projects
- writing recommendations and preparing implementation support packages requiring precision of expression
- applying workplace safety procedures in line with project requirements
- accessing/preparing information electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, organisational policies and procedures that may impact on project management, for example:
  - public sector codes of ethics/conduct
  - occupational health and safety and environment requirements
  - project governance requirements
  - quality standards
- risk management
- procurement guidelines
- human resources
- equal employment opportunity, equity and diversity principles
- project management tools to suit a range of small scale or low risk projects
- project management principles
- organisational and political context

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPETHC401A Uphold and support the values and principles of public service
  - PSPGOV402B Deliver and monitor service to clients

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- PSPGOV403B Use resources to achieve work unit goals
- PSPGOV411A Deal with conflict
- PSPGOV412A Use advanced workplace communication strategies
- PSPGOV422A Apply government processes
- PSPLEGN401A Encourage compliance with legislation in the public sector
- PSPPROC410A Administer contracts
- PSPPM401B Design simple projects
- PSPPM403B Close simple projects

- *Excluded units* that may not contribute to the same qualification as this unit:
  - PSPPM405A Administer simple projects

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- simple projects managed in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, guidelines, procedures and protocols relating to project management
- workplace project documentation
- scenarios and case studies
- examples of project management tools

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when implementing projects, including coping with difficulties, irregularities and breakdowns in routine
- simple projects managed in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse

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backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Project plan will include some or all of:

- acquisition strategies
- budget and financial management strategy
- contract management
- cost estimates
- evaluation criteria
- expected outcomes/measurable benefits of the project
- facilities
- inclusions and exclusions from project
- information/communication strategy
- intellectual property strategies
- milestones

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- objectives
- outputs/project deliverables and their acceptance criteria
- people plan including human resource management and human resource development
- performance criteria/indicators
- project control mechanisms
- project implementation strategy
- project governance strategy
- purpose
- quality assurance
- quality control
- quality standards for project
- rationale
- required project resources
- resource management
- risk management
- roles and responsibilities
- schedule/timeline
- task/work breakdown structure (WBS)

Stakeholders may include:

- project sponsor/funding bodies
- clients or customers (internal and external)
- industry
- other agencies
- general public
- relevant interest groups
- unions
- functional areas
- the organisation's senior management
- Ministers
- project team
- steering committee members
- end user
- supplier/service provider

Required systems for project management may include:

- planning and monitoring system
- financial management including:
  - budget allocation/funding
  - income generated
  - expenditure
- recordkeeping for documented information such as:

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- correspondence
- quality data including survey, needs, test results
- contracts
- time allocated and spent on each aspect of the project
- progress reports
- performance reports against milestones
- project outcomes
- samples, prototypes, models

Project management tools may include:

- risk analysis
- organisational project governance framework
- communications plan
- reporting framework
- project management software and other tools:
  - Gantt and bar charts
  - Program Evaluation and Review Technique (PERT) charts
  - Critical Path Method
  - cost schedule control system
  - logistics support analysis
  - life cycle cost analysis
  - spreadsheets
  - recording systems - electronic and manual

Integration of project activities may include:

- scope
- time
- cost
- quality
- human resources
- communications
- risk
- procurement

Management may include:

- scope management
- communication and reporting
- schedule management
- financial management
- quality management
- resources management
- people management
- logistics management
- risk management

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- contract management
- change management

Change proposals may include:

- scope
- administration
- engineering, technical, technology changes
- time
- cost
- resources

Policy and procedures may include:

- government legislation (Federal, State and Local) affecting organisation's administration such as:
  - public sector management acts
  - financial management and accounting legislation and regulations
  - privacy legislation
- government and organisational guidelines and procedures relating to:
  - project governance
  - resourcing
  - security
  - strategic plans
  - recruitment
  - risk management
  - procurement guidelines
  - designation approvals
  - industrial agreements

Specifications may include:

- functional
- technical
- performance
- material

Unit Sector(s)

Not applicable.

Competency field

Project Management.

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PSPPM403B Close simple projects

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers project evaluation and reporting for generally low risk projects that may be small scale and managed by one person or a person with a small team. It includes implementing project review activities and finalising projects. Contract management requirements are not included as this aspect is addressed by units of competency within the Competency field of *Procurement and Contract Management*.

In practice, closing simple projects may overlap with other generalist and specialist work activities such as applying government processes, using resources, gathering information, providing input to change, managing contracts etc.

This unit, and unit *PSPPM405A Administer simple projects*, are mutually exclusive. One or the other, but not both, may contribute to a qualification.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement project review activities	1.1 Evaluation of project process and achievement against objectives is undertaken in consultation with ***stakeholders*** and results are reported in accordance with the ***project plan*** and organisational ***policy and procedures***.
	1.2 Action to rectify problems in meeting client needs is recommended and documented.
	1.3 Implications of project results for policies and operating procedures are identified and recommendations are made for their amendment.
	1.4 Information obtained from the evaluation of the project is structured so it may be used to improve relevant policy and practice in accordance with organisational requirements.
2. Finalise project	2.1 Contracts are finalised and financial records are checked for accuracy and completed in accordance with organisational procedures.
	2.2 Project wind-down is ***managed, documentation*** is completed, records are archived and ***approvals*** are obtained in accordance with the project plan and organisational policy and procedures.
	2.3 Project stakeholders are debriefed, and recommendations are made for redeployment of infrastructure/resources in accordance with organisational policy and procedures.
	2.4 Project hand-over to user/s is completed in accordance with organisational procedures and lessons learnt are documented and reported to stakeholders to assist in continuous improvement.

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ELEMENT	PERFORMANCE CRITERIA
	2.5 Stakeholders are advised of procedures and authorities for initial support to implement project deliverables where relevant, and strategies are devised to manage long-term project momentum in accordance with organisational requirements.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- analysing results and evaluating results against objectives
- writing recommendations and preparing reports requiring precision of expression
- communicating with stakeholders and team members using a range of communication styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- debriefing project team members
- reporting on resource expenditure including time and costs
- using project management tools suited to small scale or low risk projects
- applying workplace safety procedures in line with project requirements
- accessing/preparing information electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, organisational policies and procedures that may impact on project finalisation, for example:
  - public sector codes of ethics/conduct
  - occupational health and safety and environment requirements
  - project governance requirements
  - quality standards
- risk management
- procurement guidelines
- human resource management and development
- equal employment opportunity, equity and diversity principles
- project management tools to suit a range of small scale or low risk projects
- project management principles

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- organisational and political environment

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPETHC401A Uphold and support the values and principles of public service
  - PSPGOV402B Deliver and monitor service to clients
  - PSPGOV403B Use resources to achieve work unit goals
  - PSPGOV411A Deal with conflict
  - PSPGOV412A Use advanced workplace communication strategies
  - PSPGOV422A Apply government processes
  - PSPLEGN401A Encourage compliance with legislation in the public sector
  - PSPPROC410A Administer contracts
  - PSPPM401B Design simple projects
  - PSPPM402B Manage simple projects
- *Excluded units* that may not contribute to the same qualification as this unit:
  - PSPPM405A Administer simple projects

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- closure of simple projects in a range of (3 or more) contexts (or occasions, over time)

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Resources required to carry out assessment

These resources include:

- legislation, guidelines, procedures and protocols relating to project close-out
- workplace project documentation
- scenarios and case studies
- examples of project management tools

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when closing projects, including coping with difficulties, irregularities and breakdowns in routine
- closure of simple projects in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

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Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Stakeholders may include:

- project sponsor/funding bodies
- clients or customers (internal and external)
- industry
- other agencies
- general public
- relevant interest groups
- unions
- functional areas
- the organisation's senior management
- Ministers
- project team
- steering committee members
- end user
- supplier/service provider

Project plan will include some or all of:

- acquisition strategies
- budget and financial management strategy
- contract management
- cost estimates
- evaluation criteria
- expected outcomes/measurable benefits of the project
- facilities
- inclusions and exclusions from project
- information/communication strategy
- intellectual property strategies
- milestones
- objectives
- outputs/project deliverables and their acceptance criteria
- people plan including human resource management and human resource development
- performance criteria/indicators
- project control mechanisms
- project implementation strategy

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- project governance strategy
- purpose
- quality assurance
- quality control
- quality standards for project
- rationale
- required project resources
- resource management
- risk management
- roles and responsibilities
- schedule/timeline
- task/work breakdown structure (WBS)

Policy and procedures may include:

- government legislation (Federal, State and Local) affecting organisation's administration such as:
  - public sector management acts
  - financial management and accounting legislation and regulations
  - privacy legislation
- government and organisational guidelines and procedures relating to:
  - project governance
  - resourcing
  - security
  - strategic plans
  - recruitment
  - risk management
  - procurement guidelines
  - designation approvals
  - industrial agreements

Management of project wind-down may include:

- risks
- issues
- assets
- consultants
- project team
- support staff

Documentation may include:

- project completion report
- supplier performance reports
- whole-of-life support plans
- transfer documents

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- financial reports and acquittals

Approvals may be required from:

- project sponsor/funding body
- business owner of the project
- program manager
- line manager
- project governance office/personnel in the organisation
- chief executive officer, manager or management representative
- customer or client

Unit Sector(s)

Not applicable.

Competency field

Project Management.

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PSPPM404A Carry out simple project activities

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the activities required to carry out simple projects, working on one project at a time. This work is typically undertaken by a project officer working individually or as part of a project team. It includes reviewing and confirming the project brief, carrying out project activities, monitoring and maintaining progress and completing the project. Contract management requirements are not included as this aspect is addressed by units of competency within the Competency field of *Procurement and Contract Management*.

In practice, carrying out project work overlaps with other generalist and specialist work activities such as acting ethically, applying government processes, using resources, developing work plans, gathering information.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Review and confirm project brief	1.1 Project information and supporting materials are obtained and the individual ***project brief*** is clarified in accordance with the ***project plan*** and organisational ***policy and procedures***. 1.2 Project plan is analysed and requirements, timeframes, roles, responsibilities and ***stakeholder*** involvement are confirmed. 1.3 Project management procedures and controls are confirmed in accordance with the project plan, and any required changes are negotiated according to the project plan change management strategy. 1.4 The project plan is updated with confirmed information for milestones, resources, other team members and steering committee details.
2. Undertake project activities	2.1 Professional or technical skills are provided to accomplish project tasks in accordance with the project requirements. 2.2 ***Project data*** is captured and recorded in accordance with project requirements. 2.3 Specialist advice and support are provided to the project manager, steering committee and stakeholders as required to achieve project objectives.
3. Monitor and maintain progress of project	3.1 ***Project management tools*** are used for integration and timing of project activities and achievement of project deliverables. 3.2 Risks to progress and achievement of project objectives are anticipated and related to the project manager for action in accordance with the ***risk management*** plan. 3.3 Completion of project activities and progress against targets and milestones are monitored and corrective action is taken if needed, in accordance with project plans and in ***consultation***

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ELEMENT	PERFORMANCE CRITERIA
	with management/governance personnel.
	3.4 Problem solving to find innovative ***solutions*** to project problems or unplanned-for contingencies is undertaken in consultation with project management.
	3.5 Progress reports are provided as required by the project communication plan.
4. **Complete project**	4.1 Project deliverables are completed to the required standard in the required timeframe.
	4.2 Recordkeeping associated with the project is completed and archived as required by the project plan.
	4.3 Project process is evaluated, issues identified and recommendations made for continuous improvement.
	4.4 Project reports are completed to the required standard, containing required information and using agreed style, voice and format.
	4.5 Project hand-over of deliverables and return of borrowed/unused materials are completed in accordance with the project plan and organisational procedures.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- recording information, writing recommendations and preparing reports requiring complex language structures and precision of expression
- negotiating changes to timelines, roles and responsibilities
- communicating with stakeholders, managers and other team members using a range of communication styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- managing self, time and costs
- using project management tools
- applying workplace safety procedures in line with project requirements
- accessing/preparing information electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

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- legislation, organisational policies and procedures that may impact on the project and management of the project, for example:
  - public sector codes of ethics/conduct
  - occupational health and safety and environment
  - project governance requirements
  - quality standards
- risk management
- procurement
- human resources
- equal employment opportunity, equity and diversity principles
- principles of project management
- project management tools to suit the projects carried out
- risk management strategies for carrying out single projects

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPETHC401A Uphold and support the values and principles of public service
  - PSPGOV402B Deliver and monitor service to clients
  - PSPGOV403B Use resources to achieve work unit goals
  - PSPGOV404B Develop and implement work unit plans
  - PSPGOV406B Gather and analyse information
  - PSPGOV411A Deal with conflict
  - PSPGOV412A Use advanced workplace communication strategies
  - PSPGOV422A Apply government processes
  - PSPLEGN401A Encourage compliance with legislation in the public sector
  - PSPPM401B Design simple projects
  - PSPPROC410A Administer contracts

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Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- activities for simple projects carried out in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, guidelines, procedures and protocols relating to project management
- workplace project documentation
- scenarios and case studies
- examples of project management tools

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when carrying out projects, including coping with difficulties, irregularities and breakdowns in routine
- activities for simple projects carried out in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- questioning

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- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Project brief is:

- outline of expectations, tasks, deliverables, etc that are to be achieved by the project officer

Project plan will include some or all of:

- acquisition strategies
- budget and financial management strategy
- contract management
- cost estimates
- evaluation criteria
- expected outcomes/measurable benefits of the project
- facilities
- inclusions and exclusions from project
- information/communication strategy
- intellectual property strategies
- milestones
- objectives
- occupational health and safety plan
- outputs/project deliverables and their acceptance criteria
- people plan including human resource management and human resource development
- performance criteria/indicators
- project control mechanisms
- project implementation strategy
- project governance strategy
- purpose
- quality assurance

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- quality control
- quality standards for project
- rationale
- required project resources
- resource management
- risk management
- roles and responsibilities
- schedule/timeline
- task/work breakdown structure (WBS)

Policy and procedures may include:

- government legislation (Federal, State and Local) affecting organisation's administration such as:
  - public sector management acts
  - financial management and accounting legislation and regulations
  - privacy legislation
- government and organisational guidelines and procedures relating to:
  - project governance
  - resourcing
  - security
  - strategic plans
  - recruitment
  - risk management
  - procurement guidelines
  - designation approvals
  - industrial agreements

Stakeholders may include:

- project sponsor/funding bodies
- clients or customers (internal and external)
- industry
- other agencies
- general public
- relevant interest groups
- unions
- functional areas
- the organisation's senior management
- Ministers
- project team
- steering committee members
- end user
- supplier/service provider

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Project data may include:	• financial data including costs, expenditure, income generated, purchases • quality data including any test results • record of time spent on project and progress in completing project • correspondence • samples, prototypes, models • project outcomes
Project management tools may include:	• risk analysis • organisational project governance framework • communications plan • reporting framework • project management software and other tools: • Gantt and bar charts • Program Evaluation and Review Technique (PERT) charts • Critical Path Method • cost schedule control system • logistics support analysis • life cycle cost analysis • spreadsheets • recording systems - electronic and manual
Risk management may include:	• removing the risk • transferring the risk • minimising the risk • accepting the risk • preparing a contingency plan • keeping reserves
Consultation with management may include:	• project manager • steering committee • project sponsor • business owner of the project • program manager • specialist project management office • chief executive officer, manager or management representative • funding body representative • customer or client
Solutions to problems may include:	• reducing costs • researching and applying more efficient methods of

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completing project tasks
- seeking further resources to meet deadline
- negotiating an extension of deadline or redefining completion or quantities or quality of outcomes
- sharing of ideas to gain improvements to work undertaken within the project
- outsourcing aspects of the project
- changing roles and responsibilities within project team

Unit Sector(s)

Not applicable.

Competency field

Project Management.

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PSPPM405A Administer simple projects

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the administration of a straightforward project or a discrete component of a larger project by staff who are not specialists in project management. The unit focuses on the application of project management skills and the requirement to meet timelines, quality standards, budgetary limits and other requirements set for the project. It includes defining the project, developing a project plan, administering and monitoring the project, finalising the project and reviewing the project to identify lessons learnt for application to future projects. Contract management requirements are not included as this aspect is addressed by units of competency within the Competency field of *Procurement and Contract Management*.

Units of competency for specialist project managers at this level include *PSPPM401B Design simple projects*, *PSPPM402B Manage simple projects* and *PSPPM403B Close simple projects*. The unit of competency for specialist project officers is *PSPPM404A Carry out simple project activities*.

This unit and the 3 project management competencies for specialist project managers (PSPPM401B - PSPPM403B) are mutually exclusive and may not contribute to the same qualification.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills..

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Define project	1.1 ***Project scope*** and other relevant documentation are accessed in accordance with organisational ***policy and procedures***. 1.2 Project ***stakeholders*** are identified and their interest in or relationship to the project is established. 1.3 Clarification is sought from ***delegating authority*** of any issues related to the project and ***project parameters***. 1.4 Limits of own responsibility and reporting requirements are confirmed. 1.5 Relationship of the project to other projects and to the organisation's objectives is clarified. 1.6 Available resources to undertake the project are determined and accessed in accordance with organisational requirements.
2. Develop detailed project plan	2.1 A ***project plan*** is developed that identifies in detail how the project will be executed and managed in relation to the project parameters. 2.2 ***Project management tools*** are identified and accessed in accordance with project requirements. 2.3 A communication strategy and risk management plan that address the project, organisational and legislative requirements are contained within the project plan.

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ELEMENT	PERFORMANCE CRITERIA
	2.4 A timeline for completion of activities and a budget, developed and approved in accordance with organisational procedures, are included within the project plan.
	2.5 Stakeholders' understanding of and agreement to fulfil the project requirements and their roles and responsibilities are confirmed.
	2.6 Project plan is finalised and any necessary approvals are gained to commence the project according to the documented plan.
3. Administer and monitor project	3.1 ***Support*** is provided to ensure that the quality of the expected deliverables of the project and documented timelines are met.
	3.2 Required ***recordkeeping*** systems are established and maintained throughout the project.
	3.3 ***Component plans*** that identify how key aspects of the project will be managed are implemented and monitored in accordance with set requirements.
	3.4 Project reports are completed and forwarded as required in accordance with the project communication strategy.
	3.5 ***Risk management*** is undertaken in accordance with the project plan to ensure project requirements are achieved in accordance with the project plan.
	3.6 Project deliverables are completed to the required standard, in the required timeframe and within budget.
4. Finalise project	4.1 Any financial recordkeeping associated with the project is completed and checked for accuracy.
	4.2 Staff involved in the project are de-briefed before assignment to new or previous roles.
	4.3 Project documentation is completed and ***signed off*** in accordance with organisational procedures.
5. Review project	5.1 Project deliverables and processes are reviewed against the project scope and plan.
	5.2 Stakeholders are involved in the review of the project.
	5.3 Lessons learnt from the project are documented and reported in accordance with organisational requirements.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

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Look for evidence that confirms skills in:

- detailing requirements, writing recommendations and preparing reports requiring complex language structures and precision of expression
- negotiating timelines, roles and responsibilities with team members
- communicating with stakeholders using a range of communication styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- leading and managing a project team
- managing time and costs
- using project management tools
- applying quality management techniques including testing and auditing as appropriate
- applying workplace safety procedures in line with project requirements
- accessing/preparing information electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, organisational policies and procedures that may impact on the project and management of the project, for example:
  - public sector codes of ethics/conduct
  - occupational health and safety and environment and sustainability
- project governance requirements
- quality standards
- risk management
- procurement
- human resources
- equal employment opportunity, equity and diversity principles
- organisational structure and lines of authority within organisation
- project management tools to suit the projects administered
- evaluation techniques for projects

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*

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- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPETHC401A Uphold and support the values and principles of public service
  - PSPGOV402B Deliver and monitor service to clients
  - PSPGOV403B Use resources to achieve work unit goals
  - PSPGOV404B Develop and implement work unit plans
  - PSPGOV411A Deal with conflict
  - PSPGOV412A Use advanced workplace communication strategies
  - PSPGOV422A Apply government processes
  - PSPLEGN401A Encourage compliance with legislation in the public sector
  - PSPOHS401B Implement workplace safety procedures and programs
  - PSPPROC410A Administer contracts
- *Excluded units* that may not contribute to the same qualification as this unit:
  - PSPPM401B Design simple projects
  - PSPPM402B Manage simple projects
  - PSPPM403B Close simple projects

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- administration of simple projects in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, guidelines, procedures and protocols relating to project management
- workplace project documentation
- scenarios and case studies
- examples of project management tools

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles

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normal work practice and replicates the range of conditions likely to be encountered when administering projects, including coping with difficulties, irregularities and breakdowns in routine

- evidence of administration of simple projects in a range of (3 or more) contexts (or occasions over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment	Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Project scope and other relevant documentation	• project proposal

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refers to:

- tender documents
- contract or other agreement
- project plan or summary
- other documents outlining:
  - expected outcomes of the project
  - inclusions and exclusions from project
  - timeframes for project
  - quality standards for project
  - project resources

Policy and procedures may include:

- government legislation (Federal, State and Local) affecting organisation's administration such as:
  - public sector management acts
  - financial management and accounting legislation and regulations
  - privacy legislation
  - environmental/sustainability legislation
- government and organisational guidelines and procedures relating to:
  - project governance
  - resourcing
  - security
  - strategic plans
  - recruitment
  - risk management
  - procurement guidelines
  - designation approvals
  - industrial agreements

Stakeholders may include:

- project sponsor/funding bodies
- clients or customers (internal and external)
- industry
- other agencies
- general public
- relevant interest groups
- unions
- functional areas
- the organisation's senior management
- Ministers
- project team
- steering committee
- end user

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	• supplier/service provider
Delegating authority may include:	• project sponsor • business owner of the project • program manager • specialist project management office • CEO, manager or management representative • funding body • customer or client
Project parameters may include:	• scope of project • quality standards • timelines • finances for project • integration of project within organisation • risks associated with project • reporting requirements • procurement requirements associated with project • physical and human resources available or required for project
Project plan will include some or all of:	• acquisition strategies • budget and financial management strategy • continuous improvement process established for the project • contract management • cost estimates • evaluation criteria • expected outcomes/measurable benefits of the project • facilities • inclusions and exclusions from project • information/communication strategy • intellectual property strategies • milestones • objectives • outputs/project deliverables and their acceptance criteria • people plan including human resource management and human resource development • performance criteria/indicators • project control mechanisms • project implementation strategy • project governance strategy • purpose

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- quality assurance
- quality control
- quality standards for project
- rationale
- required project resources
- resource management
- risk management
- roles and responsibilities
- schedule/timeline
- task/work breakdown structure (WBS)

Project management tools may include:

- risk analysis
- organisational project governance framework
- communications plan
- reporting framework
- project management software and other tools:
  - Gantt and bar charts
  - Program Evaluation and Review Technique (PERT) charts
  - Critical Path Method
  - cost schedule control system
  - logistics support analysis
  - life cycle cost analysis
  - spreadsheets
  - recording systems - electronic and manual

Support may include:

- mentoring and coaching
- feedback
- encouragement
- additional physical and human resources (within allocated budget) if and as required
- regular meetings

Recordkeeping may include systems for:

- financial data including costs, expenditure, income generated, purchases, contracts
- quality data including survey, needs, test results
- recording of time spent on project and progress in completing project
- progress reports
- performance reports against milestones
- correspondence
- samples, prototypes, models
- project deliverables/outputs and outcomes

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Component plans may relate to:	• risk management • schedule management • financial management • communication, including reporting • resources management • logistics management • scope management • change management • quality management • people management
Risk management may include:	• removing the risk • minimising the risk • accepting the risk • preparing a contingency plan • allocation of reserves • reducing costs • researching and applying more efficient methods of completing project tasks • seeking further resources to meet deadline • negotiating an extension of deadline or redefining completion or quantities or quality of deliverables • sharing of ideas to gain improvements to work undertaken within the project • outsourcing some aspects of the project • changing roles and responsibilities within project team
Sign-offs may be required by:	• project sponsor • business owner of the project • program manager • specialist project management office • chief executive officer, manager or management representative • funding body • customer or client

Unit Sector(s)

Not applicable.

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Competency field

Project Management.

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PSPPM501B Design complex projects

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers planning and development of projects which may be reasonably complex in terms of scope, degree of risk, political, cultural and social factors that apply, consequences of failure and degree of control of the projects. It includes identifying project opportunities, undertaking scoping, analysing the feasibility of projects, developing project plans and managing the establishment of projects. Contract management requirements are not included as this aspect is addressed by units of competency within the Competency field of *Procurement and Contract Management*.

In practice, designing complex projects overlaps with other generalist and specialist work activities such as acting ethically, coordinating resource allocation and usage, developing client services, undertaking research and analysis.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify project opportunities and undertake scoping	1.1 A ***critical analysis*** of the need for a project is conducted in accordance with organisational ***policy and procedures***. 1.2 A project definition study is undertaken, where necessary, to determine the scope of the project. 1.3 Project scoping is completed in accordance with organisational policy and procedures and identifies a rationale for the project that includes the purpose, outcomes/expected benefits. 1.4 ***Stakeholders*** are identified and canvassed to ensure that their requirements are addressed in project planning.
2. Analyse project feasibility	2.1 Research and analysis is undertaken to identify impacts and risks, ***constraining factors*** and alternate options. 2.2 Technical feasibility, supportability and cost effectiveness of the project are analysed and the outcome is reported to key stakeholders. 2.3 Alternatives for project design are assessed and a preferred option that fits the strategic direction of the organisation/work unit is identified and reported. 2.4 Relevant specialists are consulted to determine the extent of financial, technical, security, scheduling, ***whole-of-life support*** and probity, and other risks. 2.5 A business case is prepared and ***approvals*** to proceed with project development are obtained in accordance with organisational policy, procedures and guidelines.
3. Develop project	3.1 Project aims, objectives and impacts are defined in the ***project***

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ELEMENT	PERFORMANCE CRITERIA
plans	***plan***, and timeframes and resources to complete quality deliverables on time and within budget are identified. 3.2 Projected outcomes are recorded in measurable and achievable forms and indicators to monitor the performance of the project are developed and agreed by relevant parties. 3.3 Potential risks are investigated and identified in the project plan and a risk management process is established to analyse information and options to ***manage risks***. 3.4 Skills, roles and responsibilities of team members and stakeholders are clarified and agreed, and reporting requirements are identified. 3.5 ***Management*** of ***project parameters*** is addressed in the project plan and evaluation criteria are designed in accordance with organisational policy and practice. 3.6 ***Project management tools*** are utilised for planning in accordance with project requirements and the project is designed and ***documented*** in consultation with ***specialists*** to meet user requirements.
4. Manage establishment of project	4.1 If required, stakeholders are lobbied in accordance with organisational policy and procedures, to negotiate endorsement for the project. 4.2 Terms of reference are written and agreed to by stakeholders and resources are obtained in accordance with organisational procedures to establish the project. 4.3 Project scope and objectives are reviewed and analysed, and a strategy is developed to establish ***work breakdown structures*** to implement the project. 4.4 Project ***infrastructure*** is identified and established in accordance with organisational policy and procedures. 4.5 Specialist and technical support relevant to the project is obtained in accordance with the project plan. 4.6 Project governance structure and processes are established as detailed in the project plan.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

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Look for evidence that confirms skills in:

- using project planning techniques related to projects that may be reasonably complex in terms of scope, degree of risk, political, cultural and social factors that apply, consequences of failure and degree of control of the projects
- detailing requirements, writing recommendations and preparing plans requiring precision of expression
- negotiating timelines, roles and responsibilities with stakeholders and team members
- scheduling project activities
- communicating with stakeholders using a range of communication styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- using project management tools suited to planning reasonably complex projects
- applying risk management techniques in project establishment including risk sharing and transfer
- using public relations strategies to promote and gain endorsement for projects
- including workplace safety issues in project planning requirements
- accessing/preparing information electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, organisational policies and procedures that may impact on the project and management of the project, for example:
  - public sector codes of ethics/conduct
  - occupational health and safety and environmental and sustainability requirements
- project governance requirements
- financial management requirements
- quality standards
- risk management
- procurement
- human resources
- equal employment opportunity, equity and diversity principles
- project planning methods which may be reasonably complex in terms of scope, degree of risk, political, cultural and social factors that apply, consequences of failure and degree of control of the projects
- project management tools suited to planning reasonably complex projects
- principles relating to the planning phase of project management
- the project specifications
- market capability
- resource plans

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- project approval processes
- scheduling packages
- cost schedule control systems
- integrated logistics support
- work breakdown structures
- change management in the context of designing complex projects

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPETHC501B Promote the values and ethos of public service
  - PSPGOV502B Develop client services
  - PSPGOV503B Coordinate resource allocation and usage
  - PSPGOV504B Undertake research and analysis
  - PSPGOV505A Promote diversity
  - PSPGOV507A Undertake negotiations
  - PSPGOV512A Use complex workplace communication strategies
  - PSPPM502B Manage complex projects
  - PSPPM503B Close complex projects
  - PSPPROC502A Establish contract management arrangements

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see table Following for examples)
- complex projects designed in a range of (3 or more)

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contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, guidelines, procedures and protocols relating to project planning and management
- workplace project documentation
- scenarios and case studies
- examples of project management tools

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when initiating projects, including coping with difficulties, irregularities and breakdowns in routine
- complex projects designed in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the

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assessment	competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Critical analysis may include:	• internal and external environment scan • political imperatives • previous and current related projects • policies likely to be impacted • cost-benefit analysis

Policy and procedures may include:	• government legislation (Federal, State and Local) affecting organisation's administration such as:
	  • public sector management acts
	  • financial management and accounting legislation and regulations
	  • privacy legislation
	  • environmental/sustainability legislation
	• government and organisational guidelines and procedures relating to:
	  • project governance
	  • resourcing
	  • security
	  • strategic plans
	  • recruitment
	  • risk management
	  • procurement guidelines
	  • designation approvals
	  • industrial agreements

Stakeholders may include:	• project sponsor/funding bodies • clients or customers (internal and external) • industry • other agencies • general public • relevant interest groups

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	• unions • functional areas • the organisation's senior management • Ministers • project team • steering committee members • end user • supplier/service provider
Constraining factors may include:	• political • industrial • legislative • technical • financial • social • cultural • security/privacy • environmental • logistical support • resources
Whole-of-life support may include:	• maintenance • supply • technical data • personnel • training • facilities • packaging, handling • storage and transportation • support and test equipment • computing support
Approval may be required from:	• project sponsor • business owner of the project • program manager • line manager • specialist project management office • chief executive officer, manager or management representative • funding body • customer or client
Project plan will include	• acquisition strategies

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some or all of:	• budget and financial management strategy • contract management • cost estimates • evaluation criteria • expected outcomes/measurable benefits of the project • facilities • inclusions and exclusions from project • information/communication strategy • intellectual property strategies • milestones • objectives • outputs/project deliverables and their acceptance criteria • people plan including human resource management and human resource development • performance criteria/indicators • project control mechanisms • project implementation strategy • project governance strategy • purpose • quality assurance • quality control • quality standards for project • rationale • required project resources • resource management • risk management • roles and responsibilities • schedule/timeline • task/work breakdown structure (WBS)
Risk management may include:	• acceptance • avoidance • minimisation • transfer
Management may include:	• risk management • schedule management • financial management • communication, including reporting • resources management • logistics management

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- scope management
- change management
- quality management
- people management
- procurement management
- occupational health and safety management

Project parameters include:

- project scope - outcomes, objectives, project deliverables
- feasibility
- skills required for project team
- people required for project including specialist expertise
- communications including reporting requirements
- risks associated with project including people, environment, resources, technology change during the life of the project, if applicable
- steering committee arrangements
- timeframe and milestones
- cost
- resources for project
- acquisition/procurement
- organisational structure for project
- project quality control and operational flexibility
- project governance structure
- monitoring through staged rollout
- project delivery requirements
- pilot outcomes
- intellectual property
- integration of project within organisation
- transition arrangements
- change management
- project evaluation

Project management tools may include:

- risk analysis
- organisational project governance framework
- communications plan
- reporting framework
- project management software and other tools:
  - Gantt and bar charts
  - Program Evaluation and Review Technique (PERT) charts
  - Critical Path Method
  - cost schedule control system

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- logistics support analysis
- life cycle cost analysis
- spreadsheets
- recording systems - electronic and manual

Documented information may include:

- reports detailing strategy
- statement of requirement/work
- industry development proposals
- project plans
- resource plans
- project team work plans
- risk and issues plan and log
- performance evaluation criteria
- reports to industry
- whole-of-life support proposals
- project definition study

Relevant specialists may include:

- legal
- technical
- financial
- other functional areas
- other relevant agencies
- logistics

Work breakdown structures may include:

- how the work is to be performed and how cost and schedule data are to be tracked and reported
- identification of the project tasks (deliverables)
- identification of specific management responsibilities for tasks

Project infrastructure may include:

- staffing levels/need for recruitment action and training
- equipment and technical support
- resource requirements including travel, finance etc
- project office accommodation
- management infrastructure

Unit Sector(s)

Not applicable.

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Competency field

Project Management.

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PSPPM502B Manage complex projects

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers management of projects that may be reasonably complex in terms of scope, degree of risk, political, cultural and social factors that apply, consequences of failure and degree of control of the projects. It includes managing start-up, project implementation, project integration and follow-up activities. Contract management requirements are not included as this aspect is addressed by units of competency within the Competency field of *Procurement and Contract Management*.

In practice, managing complex projects overlaps with other generalist and specialist work activities such as acting ethically, coordinating resource allocation and usage, developing client services, undertaking research and analysis.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Manage start-up activities	1.1 ***Project plans*** are refined in consultation with steering committee and team members, and precise details are included for schedules of activities, milestones and resources.
	1.2 ***Required systems*** are established and maintained throughout the project in accordance with the complexity of the project and in line with the project plan.
	1.3 Project team members' understanding of and commitment to fulfilling the project requirements and their roles and responsibilities for the duration of the project are confirmed.
	1.4 ***Project management tools*** are selected and applied effectively to achieve project outcomes.
2. Manage project implementation	2.1 ***Integration*** and ***management*** of complex project activities are handled in accordance with the project plan.
	2.2 Leadership and required ***development*** are provided to the project team, and morale, stress levels and triggers are managed throughout the life of the project in accordance with organisational ***policy and procedures***.
	2.3 ***Stakeholder*** input and expectations are managed throughout the project in accordance with the communication plan.
	2.4 Disagreements and disputes are resolved to the satisfaction of stakeholders or referred to a higher authority in accordance with organisational policy and procedures.
	2.5 Project ***change proposals*** are negotiated, agreed and documented in accordance with policy and procedures.
3. Manage project integration	3.1 All aspects of the project and related projects are integrated and links are established to ensure objectives are met in accordance with the project plan.

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ELEMENT	PERFORMANCE CRITERIA
	3.2 Consultation and reporting mechanisms are applied in accordance with the communication plan and staff and contractors are regularly consulted to discuss progress and ensure effective results.
	3.3 Project integration is monitored, and management plans and any related contracts are reviewed and amended as appropriate, with results reported in accordance with mechanisms identified in the communication plan.
	3.4 Ongoing progress is monitored against agreed milestones in accordance with the project plan to provide a measure of performance throughout the life of the project.
	3.5 Programmed review of objectives and achievement is planned and implemented in accordance with the project plan.
4. Coordinate project follow-up activities	4.1 Significant judgment is applied in the analysis of project deliverables against ***specifications***, performance standards and project objectives, and the results are reported to stakeholders.
	4.2 Support package arrangements are identified and offered to stakeholders who will be required to apply the project results.
	4.3 Options for stakeholders to take account of environmental and cultural factors in applying the project results are included in the support package.
	4.4 Operational and support authorities are consulted to investigate any testing/trialling/building and evaluation requirements resulting from the project, and funding implications estimated in project report.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- leading and mentoring people to achieve project outcomes
- maintaining agreement of stakeholders and team members to timelines, roles and responsibilities
- negotiating with stakeholders and team members using communication styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- using project management tools applicable to reasonably complex projects

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- applying ethical decision making and problem solving related to project management of reasonably complex projects
- writing recommendations and preparing project reports requiring precision of expression
- applying workplace safety procedures in line with project requirements
- accessing/preparing information electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, organisational policies and procedures that may impact on project implementation, for example:
  - public sector codes of ethics/conduct
  - occupational health and safety and environmental and sustainability requirements
- project governance requirements
- quality standards
- risk management
- procurement guidelines
- financial management and budgetary framework
- human resources
- equal employment opportunity, equity and diversity principles
- project management tools to suit a range of reasonably complex projects in terms of scope, degree of risk, political, cultural and social factors that apply, consequences of failure and degree of control of the project
- project management systems
- organisational and political context
- critical analysis in a project management context
- business and commercial issues related to the projects managed

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment

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process include, but are not limited to:

- PSPETHC501B Promote the values and ethos of public service
- PSPGOV502B Develop client services
- PSPGOV503B Coordinate resource allocation and usage
- PSPGOV504B Undertake research and analysis
- PSPGOV505A Promote diversity
- PSPPM501B Design complex projects
- PSPPM503B Close complex projects
- PSPPROC501A Manage contract risk
- PSPPROC503A Manage contract performance

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- management of complex projects in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, guidelines, procedures and protocols relating to project management in the organisation and the public sector
- workplace project documentation
- scenarios and case studies
- examples of project management tools

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing complete projects, including coping with difficulties, irregularities and breakdowns in routine
- management of complex projects in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds

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- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Project plans will include some or all of:

- acquisition strategies
- budget and financial management strategy
- contract management
- cost estimates
- evaluation criteria
- expected outcomes/measurable benefits of the project
- facilities
- inclusions and exclusions from project
- information/communication strategy
- intellectual property strategies
- milestones
- objectives

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- outputs/project deliverables and their acceptance criteria
- people plan including human resource management and human resource development
- performance criteria/indicators
- project control mechanisms
- project implementation strategy
- project governance strategy
- purpose
- quality assurance
- quality control
- quality standards for project
- rationale
- required project resources
- resource management
- risk management
- roles and responsibilities
- schedule/timeline
- task/work breakdown structure (WBS)

Required systems for project management may include:

- planning and monitoring system
- financial management including:
- budget allocation/funding
- income generated
- expenditure
- recordkeeping for documented information such as:
- correspondence
- quality data including survey, needs, test results
- contracts
- time allocated and spent on each aspect of the project
- progress reports
- performance reports against milestones
- project outcomes
- samples, prototypes, models

Project management tools may include:

- risk analysis
- organisational project governance framework
- communications plan
- reporting framework
- project management software and other tools:
- Gantt and bar charts
- Program Evaluation and Review Technique (PERT) charts

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- Critical Path Method
- cost schedule control system
- logistics support analysis
- life cycle cost analysis
- spreadsheets
- recording systems - electronic and manual

Integration of project activities may include:

- scope
- time
- cost
- quality
- human resources
- communications
- risk
- procurement

Management may include:

- scope management
- communication and reporting
- schedule management
- financial management
- fraud control
- quality management
- resources management
- people management
- logistics management
- risk management
- contract management
- project implementation
- transition
- change management

Development may include:

- regular meetings
- feedback
- encouragement
- mentoring and coaching
- additional physical and human resources (within allocated budget) if and as required

Policy and procedures may include:

- government legislation (Federal, State and Local) affecting organisation's administration such as:
  - public sector management acts
  - financial management and accounting legislation and regulations

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- privacy legislation
- government and organisational guidelines and procedures relating to:
  - project governance
  - resourcing
  - security
  - strategic plans
  - recruitment
  - risk management
  - procurement guidelines
  - designation approvals
  - industrial agreements
  - environment and sustainability

Stakeholders may include:

- project sponsor/funding bodies
- clients or customers (internal and external)
- industry
- other agencies
- general public
- relevant interest groups
- unions
- functional areas
- the organisation's senior management
- Ministers
- project team
- steering committee
- end user
- supplier/service provider

Contract change proposals may include:

- administration
- cost
- engineering, technical, technology changes
- resources
- scope
- specifications
- time

Specifications may include:

- functional
- technical
- performance
- material

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Unit Sector(s)

Not applicable.

Competency field

Project Management.

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PSPPM503B Close complex projects

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers closure of projects that may be reasonably complex in terms of scope, degree of risk, political, cultural and social factors that apply, consequences of failure and degree of control of the projects. It includes reviewing project activity and managing project closure. Contract management requirements are not included as this aspect is addressed by units of competency within the Competency field of *Procurement and Contract Management*.

In practice, closing complex projects overlaps with other generalist and specialist work activities such as acting ethically, coordinating resource allocation and usage, developing client services, undertaking research and analysis.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Review project activity	1.1 Evaluation of project process, supplier performance and achievement against objectives is undertaken in consultation with ***stakeholders*** and results are reported in accordance with the ***project plan*** evaluation framework and organisational ***policy and procedures***. 1.2 The extent to which clients needs were met is evaluated and action to rectify problems is identified and documented. 1.3 Implications of project outputs/outcomes for policies and operating procedures are identified and recommendations are made for their amendment. 1.4 Information obtained from the evaluation of the project is provided in accordance with organisational requirements so it may be used to improve relevant policy and practice .
2. Manage project closure	2.1 Any funding associated with the project is acquitted against project budget items, and financial records are checked for accuracy and completed in accordance with organisational procedures. 2.2 Project wind-down is ***managed*** and ***documentation***, records and ***approvals*** are handled in accordance with project plan and organisational policy and procedures. 2.3 Project stakeholders are debriefed, and infrastructure and resources are redeployed in accordance with organisational policy and procedures. 2.4 Project hand-over to user/s is completed in accordance with organisational procedures, and lessons learnt are documented and reported to stakeholders to assist in continuous improvement. 2.5 Stakeholders are advised of procedures and authorities for initial support to apply project results where relevant, and strategies

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ELEMENT	PERFORMANCE CRITERIA
	are provided to manage long-term project momentum in accordance with organisational requirements.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- analysing results and evaluating outcomes against objectives
- writing recommendations and preparing reports requiring precision of expression
- communicating with stakeholders and team members using a range of communication styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- debriefing stakeholders and redeploying resources and infrastructure
- acquitting and reporting on resource expenditure including time and costs
- using project management tools applicable to reasonably complex projects
- applying workplace safety procedures in line with project requirements
- accessing/preparing information electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, organisational policies and procedures that may impact on project finalisation, for example:
  - public sector codes of ethics/conduct
  - occupational health and safety and environmental and sustainability requirements
  - project governance requirements
  - quality standards
  - risk management
  - procurement guidelines
  - financial management
  - human resource management and development
  - equal employment opportunity, equity and diversity principles
  - project specifications and objectives
- project management tools to suit a range of reasonably complex projects in

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terms of scope, degree of risk, political, cultural and social factors that apply, consequences of failure and degree of control of the project
- project management principles and systems
- critical analysis in a project management context
- business and commercial issues related to the projects managed
- organisational and political environment

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPETHC501B Promote the values and ethos of public service
  - PSPGOV502B Develop client services
  - PSPGOV503B Coordinate resource allocation and usage
  - PSPGOV504B Undertake research and analysis
  - PSPGOV505A Promote diversity
  - PSPGOV507A Undertake negotiations
  - PSPGOV512A Use complex workplace communication strategies
  - PSPGOV517A Coordinate risk management
  - PSPPM501B Design complex projects
  - PSPPM502B Manage complex projects
  - PSPPROC504A Finalise contracts

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- reviewing and closing complex projects in a range of (3 or

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more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, guidelines, procedures and protocols relating to project close-out
- workplace project documentation
- scenarios and case studies
- examples of project management tools suited to reasonably complex projects

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when reviewing and closing complex projects, including coping with difficulties, irregularities and breakdowns in routine
- reviewing and closing complex projects in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of

Evidence must be gathered over time in a range of contexts to

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assessment	ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Stakeholders may include:	• project sponsor/funding bodies • clients or customers (internal and external) • industry • other agencies • general public • relevant interest groups • unions • functional areas • the organisation's senior management • Ministers • project team • steering committee members • end user • supplier/service provider
Project plan will include some or all of:	• acquisition strategies • budget and financial management strategy • contract management • cost estimates • evaluation criteria • expected outcomes/measurable benefits of the project • facilities • inclusions and exclusions from project • information/communication strategy • intellectual property strategies • milestones • objectives • outputs/project deliverables and their acceptance criteria • people plan including human resource management and

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	human resource development • performance criteria/indicators • project control mechanisms • project implementation strategy • project governance strategy • purpose • quality assurance • quality control • quality standards for project • rationale • required project resources • resource management • risk management • roles and responsibilities • schedule/timeline • task/work breakdown structure (WBS)

Policy and procedures may include:	• government legislation (Federal, State and Local) affecting organisation's administration such as:
	  • public sector management acts
	  • financial management and accounting legislation and regulations
	  • privacy legislation
	• government and organisational guidelines and procedures relating to:
	  • project governance
	  • resourcing
	  • security
	  • strategic plans
	  • recruitment
	  • risk management
	  • procurement guidelines
	  • designation approvals
	  • industrial agreements
	  • environment and sustainability

Management of project wind-down may include:	• risks • issues • assets • consultants • project team • support staff

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Documentation may include:	• project completion report • supplier performance reports • whole-of-life support plans • transfer documents • financial reports and acquittals • evaluation reports • transition plans
Approvals may be required from:	• project sponsor/funding body • business owner of the project • program manager • line manager • project governance office/personnel in the organisation • chief executive officer, manager or management representative • customer or client

Unit Sector(s)

Not applicable.

Competency field

Project Management.

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PSPPM504A Carry out complex project activities

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the work activities required to carry out complex project activities or multiple projects simultaneously. Typically this work is undertaken by project officers who are required to work on projects for multiple clients, or all aspects of larger projects. They are sometimes responsible for all the project deliverables, and at other times they work in teams on aspects of a number of projects. Contract management requirements are not included, as this aspect is addressed by units of competency within the Competency field of *Procurement and Contract Management*.

The unit includes reviewing and confirming requirements of each project/activity, organising and undertaking project activities, managing the progress of multiple projects/activities and finalising projects/activities.

In practice, conducting complex project activities overlaps with other generalist and specialist work activities such as acting ethically, coordinating resource allocation and usage, developing client services, undertaking research and analysis.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Review and confirm project requirements	1.1 Limits of own responsibility and reporting requirements are confirmed for each of the projects/project activities assigned. 1.2 Information and supporting materials for each project/project activity are obtained in accordance with project requirements, organisational ***policy and procedures***. 1.3 ***Project plans*** are analysed and requirements, timeframes, roles, responsibilities and ***stakeholder*** involvement are confirmed for each. 1.4 Project management procedures and controls are confirmed in accordance with each project plan, and any required changes are negotiated according to the project plan change management strategy. 1.5 Project plans are updated with confirmed information for milestones, resources, team members and steering committee details.
2. Organise and undertake project activities	2.1 Personal work plans are prepared to assign activities, timeframes and milestones for all projects/project activities to a single planning management framework to meet the progress requirements for each project/project activity. 2.2 Where project requirements cannot be accommodated and clashes occur, negotiations are conducted with project managers and/or supervisory staff to find a compromise satisfactory to all stakeholders. 2.3 Project tasks are accomplished in accordance with project plans

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ELEMENT	PERFORMANCE CRITERIA
	and any changes are managed in accordance with the approved project change strategy.
	2.4 ***Project data*** is captured and recorded in accordance with project requirements.
	2.5 Specialist advice and support are provided to project managers, steering committees and stakeholders as required to achieve project objectives.
3. **Manage progress of multiple projects/activities**	3.1 ***Project management tools*** are used for integration and timing of project activities and achievement of project outcomes.
	3.2 Risks to progress and achievement of project objectives are anticipated and reported to project management for action in accordance with ***risk management*** plans.
	3.3 Completion of project activities and progress against targets and milestones are monitored and corrective action is taken if needed, in accordance with project plans and in ***consultation with project manager***s.
	3.4 Problem solving to find innovative ***solutions*** to project problems or unplanned-for contingencies is undertaken in consultation with project management.
	3.5 Progress reports are provided as required by project communication plans.
4. **Finalise project activities**	4.1 Project deliverables for each project/activity are completed to the required standard in the required timeframes.
	4.2 Recordkeeping associated with each project is completed as required by project plans.
	4.3 Project processes are evaluated, issues identified and recommendations made for continuous improvement of projects/activities.
	4.4 Project reports are prepared containing required information completed to the required standard using agreed style, voice and formats.
	4.5 Project hand-overs of deliverables and return of borrowed/unused materials are completed in accordance with project plans and organisational procedures.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

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Skill requirements

Look for evidence that confirms skills in:

- managing the logistics of dealing with multiple projects/activities, masters and milestones
- managing self, time and costs
- using project management tools
- negotiating changes to timelines, roles and responsibilities
- communicating with project managers and other stakeholders using a range of communication styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- recording information, writing recommendations and preparing reports requiring complex language structures and precision of expression
- applying workplace safety procedures in line with project requirements
- accessing/preparing information electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, organisational policies and procedures that may impact on projects and management of the projects, for example:
  - public sector codes of ethics/conduct
  - occupational health and safety and environmental and sustainaibilty standards
- project governance requirements
- quality standards
- risk management
- procurement
- financial management
- human resources
- equal employment opportunity, equity and diversity principles
- principles of project management
- project management tools to suit the combination of projects/activities carried out
- risk management strategies for carrying out multiple projects

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training

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Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPETHC501B Promote the values and ethos of public service
  - PSPGOV502B Develop client services
  - PSPGOV503B Coordinate resource allocation and usage
  - PSPGOV504B Undertake research and analysis
  - PSPGOV505A Promote diversity
  - PSPGOV507A Undertake negotiations
  - PSPGOV512A Use complex workplace communication strategies
  - PSPPROC501A Manage contract risk
  - PSPPROC502A Establish contract management arrangements
  - PSPPROC503A Manage contract performance

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- complex project activities carried out in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, guidelines, procedures and protocols relating to project management
- workplace project documentation
- scenarios and case studies
- examples of project management tools

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when conducting multiple project activities, including coping with difficulties, irregularities

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and breakdowns in routine
- complex project activities carried out in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Policy and procedures may include:

- government legislation (Federal, State and Local) affecting organisation's administration such as:
  - public sector management acts
  - financial management and accounting legislation and

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regulations
- privacy legislation

- government and organisational guidelines and procedures relating to:
  - project governance
  - resourcing
  - security
  - strategic plans
  - recruitment
  - risk management
  - procurement guidelines
  - designation approvals
  - industrial agreements
  - environmental and sustainability standards

Project plans will include some or all of:

- acquisition strategies
- budget and financial management strategy
- contract management
- cost estimates
- evaluation criteria
- expected outcomes/measurable benefits of the project
- facilities
- inclusions and exclusions from project
- information/communication strategy
- intellectual property strategies
- milestones
- objectives
- occupational health and safety plan
- outputs/project deliverables and their acceptance criteria
- people plan including human resource management and human resource development
- performance criteria/indicators
- project control mechanisms
- project implementation strategy
- project governance strategy
- purpose
- quality assurance
- quality control
- quality standards for project
- rationale
- required project resources

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- resource management
- risk management
- roles and responsibilities
- schedule/timeline
- task/work breakdown structure (WBS)

Stakeholders may include

- project sponsor/funding bodies
- clients or customers (internal and external)
- industry
- other agencies
- general public
- relevant interest groups
- unions
- functional areas
- the organisation's senior management
- Ministers
- project team
- steering committee members
- end user
- supplier/service provider

Project data may include

- research data
- quality data including trials or test results
- draft materials
- samples, prototypes, models
- project outcomes
- record of time spent on project and progress in completing project
- correspondence
- financial data including costs, expenditure, income generated, purchases

Project management tools may include:

- risk analysis
- organisational project governance framework
- communications plan
- reporting framework
- project management software and other tools:
  - Gantt and bar charts
  - Program Evaluation and Review Technique (PERT) charts
  - Critical Path Method
  - cost schedule control system

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- logistics support analysis
- life cycle cost analysis
- spreadsheets
- recording systems - electronic and manual

Risk management may include:

- removing the risk
- transferring the risk
- minimising the risk
- accepting the risk
- preparing a contingency plan
- keeping reserves

Consultation with project managers may also include:

- steering committees
- project sponsors
- business owners of the projects
- program managers
- specialist project management office
- chief executive officer, manager or management representative
- funding body representatives
- customers or clients

Solutions to problems may include:

- reducing costs
- researching and applying more efficient methods of completing project tasks
- seeking further resources to meet deadline
- negotiating an extension of deadline or redefining completion or quantities or quality of outcomes
- sharing of ideas to gain improvements to work undertaken within the project
- outsourcing aspects of the project
- changing roles and responsibilities within project team

Unit Sector(s)

Not applicable.

Competency field

Project Management.

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PSPPOL501A Develop organisation policy

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the development or review of 'in house' policy in an organisation, formulated to facilitate the implementation of government or board directives. It includes anticipating and confirming the need for policy development or review; planning the policy development process; gathering and analysing information; determining policy direction; and drafting, releasing and promoting policy.

In practice, developing organisation policy may overlap with other generalist or specialist work activities such as developing client services, complying with public sector legislation, acting ethically, engaging the community, coordinating research and analysis.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Anticipate and confirm the need for policy development or review	1.1 ***Internal and external factors,*** issues, ***events***, directions or government/board policies likely to cause changes to ***organisation policy*** are identified. 1.2 The likely implications and impact of these factors that might require policy development are identified in consultation with ***stakeholders***. 1.3 A critical analysis of the need for new or revised policy is conducted that includes a scan of the wider internal and external environment, that checks related policies for context and identifies other policies likely to be impacted. 1.4 Priority areas for policy development/review are recommended in accordance with organisational procedures. 1.5 Confirmation of the need for policy development/review and supporting evidence is detailed in accordance with organisational procedures.
2. Plan the policy development process	2.1 The ***approving authority*** is confirmed and organisational procedures and protocols for policy development are confirmed and applied. 2.2 ***Issues*** likely to impact on the policy development process are identified, analysed (in terms of risk) and addressed in policy development planning. 2.3 ***Policy requirements*** are outlined in a ***policy development plan*** in accordance with organisational procedures.
3. Gather and analyse information for policy development	3.1 Stakeholders are identified and engaged through the establishment and maintenance of a representative and relevant ***policy network***. 3.2 ***Information*** required to support the policy development process is identified, gathered, analysed and interpreted. 3.3 An ***analytical framework*** for the development of the policy is

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ELEMENT	PERFORMANCE CRITERIA
	determined and applied.
4. **Determine policy direction**	4.1 A range of policy options and ***criteria for choice*** are developed and communicated in a timely and understandable way to those responsible for selecting the policy direction.
	4.2 Where appropriate, specific policy options are promoted to executive within the organisation.
	4.3 Preferred policy option is recommended and risk treatments are determined in accordance with the policy development plan.
	4.4 Approvals/endorsements are obtained in accordance with the policy development plan and organisational procedures.
5. **Draft policy**	5.1 Policy is drafted and a cyclical process of consultation, feedback, identification of changes and re-drafting is implemented in accordance with the policy development plan.
	5.2 Risk management processes are implemented in accordance with the policy development plan to ensure progress of the process against the timeframe and milestones.
	5.3 An implementation plan is included in the policy that details responsibilities for implementation and strategies for transition, change management, initial and ongoing training and maintenance of the policy.
	5.4 Mechanisms for monitoring compliance with the policy, quality assurance of the policy, and evaluation of the policy are included within the policy.
	5.5 The policy is developed in accordance with ***organisational requirements for style, format and contents***.
6. **Release and promote policy**	6.1 Policy is cleared through organisational channels, and agreement of critical stakeholders is gained in accordance with organisational procedures.
	6.2 All stakeholders, particularly those who will be responsible for implementing the new or revised policy, are fully informed of the ***outcomes***, and fallout from dissenting stakeholders is managed in accordance with the policy development plan.
	6.3 The policy is released and ***promoted*** in accordance with organisational requirements.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

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Skill requirements

Look for evidence that confirms skills in:

- reading and evaluating complex and formal documents such as policy and legislation
- researching, analysing and presenting information
- preparing written reports requiring precision of expression and language and structures suited to the intended audience
- working as a member of a team to consult on and validate policy
- adjusting communication to suit different audiences
- responding to diversity, including gender and disability
- dealing with different points of view and dissenting stakeholders
- accessing policies and legislation electronically or in hard copy
- identifying and addressing the environmental, sustainability and occupational health and safety implications of policy/s being developed

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- policy development processes and practices in the public sector
- policy cycles
- analytical policy development frameworks
- current policies underpinning the work area
- organisation and government procedures and protocols
- public sector code/s of ethics and code/s of conduct
- equal employment opportunity, equity and diversity principles
- environmental, sustainability and occupational health and safety implications of policy/s being developed

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

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- PSPCOM502A Develop and implement community engagement strategies
- PSPETHC501B Promote the values and ethos of public service
- PSPGOV502B Develop client services
- PSPGOV503B Coordinate resource allocation and usage
- PSPGOV504B Undertake research and analysis
- PSPGOV505A Promote diversity
- PSPLEGN501B Promote compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- development of organisation policy in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- public sector policy and legislation
- public sector standards, procedures and protocols
- policy development guidelines

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when developing policy, including coping with difficulties, irregularities and breakdowns in routine
- development of organisation policy in a range of (2 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people

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- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Internal and external factors may include:

- internal:
  - restructuring
  - new service models
  - amalgamation with other departments/agencies
  - new work practices
- external:
  - legislative changes
  - changing social trends
  - economic/technological change

Events may include:

- restructure
- amalgamation
- changes to legal risks
- changes in strategic direction
- changes to legislation and whole of government policies
- pilots or trials of policy

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Organisation policy may include:	• any aspect of an organisation's business, such as policies relating to:
	  • core business
	  • client services
	  • business structure
	  • human resources
	  • administration
	  • financial management
	  • work practices
	  • training
	  • information technology
	  • technical/professional requirements
	  • legal requirements
	  • environmental and sustainability practices

Stakeholders may include:	• all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's conduct, actions, products and services, including:
	  • employees at all levels of the organisation
	  • other public sector organisations
	  • private sector organisations
	  • non-government organisations
	  • other jurisdictions
	  • union and association representatives
	  • boards of management
	  • government
	  • Ministers
	  • clients
	  • the public
	  • special interest groups

Approving authority may include:	• chief executive officer • delegated officer, such as policy manager • senior management • board of management • managing director
Issues may include:	• political sensitivities • social and cultural sensitivities/factors • equity in service delivery and employment practice • resource implications (of policy implementation)

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	• technological influences/implications • jurisdictional boundaries/crossovers • ‘sunk cost’ restrictions • non-consenting stakeholders at the end of the policy development process • existing awards or agreements impacting on staff, including enterprise bargaining agreements
Policy requirements may be defined in terms of:	• context • rationale • issues to be addressed • expected outcomes • timeframe • research methods • resource requirements for development • key stakeholders • communication strategy • feedback mechanisms for review • milestones • precedents • risk analysis • possible complications • success measures • impact on equity • possible resource implications for implementation
Policy development plan may include:	• policy objectives/outcomes • timelines • methodology – a cyclical process of consultation, feedback, identification of changes, and re-drafting • stakeholders • risks/risk management • performance criteria to inform review and evaluation • dissemination and promotion activities • implementation issues
Establishment and maintenance of a ***policy network*** may include:	• communication and information strategy to capture required range of opinions • range of communication channels for providing information • range of input strategies for obtaining information
Information gathering may include:	• consulting with stakeholders, including specialists in relevant issues • focus groups

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- developments in other public sector or private sector organisations
- evaluation of similar policies
- benchmarking against other organisations/work functions
- accessing information in current and closed files
- surveys
- literature reviews
- Internet

Analytical frameworks may include:

- logical/rational (including best practice)
- incremental
- radical transformation

Criteria for choice of preferred policy option may include:

- likely effectiveness in terms of:
  - meeting policy objectives
  - minimising risks
  - impact on day-to-day implementation throughout the organisation
  - practicality at the coal-face
  - competing priorities in the workplace
  - constraints
  - structure and culture of the organisation
  - implementation timeframe and costs (including infrastructure)
  - interaction with other policies (existing or being developed)
  - consistency with broader government agendas

Organisational requirements for style, format and contents may require policies to be:

- forward-looking
- outward-looking
- principles-based
- innovative, creative, flexible
- evidence-based
- inclusive
- consistent
- self-contained, with adequate coverage of the subject matter
- accessible to the intended audience/understandable to all users
- gender-neutral and written in non-discriminatory language
- version-controlled to support evaluation and revision

Outcomes of the policy development process may include:

- nature of the policy change
- the outcomes expected by stakeholders
- issues

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	• expected costs • timelines • contextual factors (including any impact on other related policies)
Promotion of policy may include:	• formal launch • information sessions • presentations • ongoing advice • intranet • web site • advertising where policy is located and how to access it

Unit Sector(s)

Not applicable.

Competency field

Policy.

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PSPPOL601A Develop public policy

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the development or review of public policy, to enable the implementation of government objectives. For the purposes of this unit, public policy includes government policy affecting all Australians and public sector policy that is not restricted to a particular organisational structure or individual organisation. The unit includes anticipating and confirming the need for public policy development or review; planning the policy development process; gathering and analysing information; determining policy direction; and drafting, gaining agreement for, and disseminating public policy.

In practice, developing public policy may overlap with other generalist or specialist work activities such as managing change, managing diversity, managing workplace safety, managing the delivery of client services, managing risk, directing the management of contracts.

This unit replaces and, for qualification purposes, is equivalent to *PSPPOLD601A Develop public policy*. Policy evaluation is no longer part of the unit. Evaluation is addressed in *PSPMNGT611A Manage evaluations*.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Anticipate and confirm the need for public policy development or review**	1.1 ***Events***, issues or government policies likely to cause changes to ***public policy*** are identified. 1.2 The likely implications and impact of these factors that might require public policy development are identified and prioritised in consultation with ***stakeholders***. 1.3 A critical analysis of the need for new or revised public policy is conducted that includes a scan of both internal and external environments, that checks related policies for context and identifies other public policy likely to be impacted. 1.4 Priority areas for public policy development/review are recommended in accordance with government directions. 1.5 Confirmation of the need for public policy development/review and supporting evidence is detailed in accordance with policy and procedures.
2. **Plan public policy development process**	2.1 The ***approving authority*** is confirmed and procedures and protocols for public policy development are confirmed and applied. 2.2 ***Issues*** likely to impact on the policy development process are identified, analysed (in terms of risk) and addressed in policy development planning.

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Public ***policy requirements*** are outlined in a policy development plan in accordance with organisational procedures.
3. Gather and analyse information for public policy development	3.1 Stakeholders are identified and engaged through the establishment and maintenance of a public policy network. 3.2 Information required to support the policy development process is ***gathered***, analysed and interpreted. 3.3 An ***analytical framework*** for the development of public policy is determined and applied.
4. Determine public policy direction	4.1 Strategic input is obtained from high-level staff in accordance with organisational/public sector protocols. 4.2 A range of policy options and ***criteria*** *for* ***choice*** are developed and communicated in a timely and understandable way to those responsible for selecting the policy direction. 4.3 Where appropriate, specific policy options are promoted to key individuals, organisations and groups. 4.4 A preferred public policy option is identified and risk treatments are determined in accordance with the policy development plan. 4.5 Approvals/endorsements are obtained in accordance with the policy development plan and public sector procedures and protocols.
5. Draft public policy	5.1 Public policy is drafted using a cyclical process of consultation, feedback, identification of changes and re-drafting implemented in accordance with the policy development plan. 5.2 Risk management processes are implemented in accordance with the policy development plan to ensure progress of the process against the timeframe and milestones. 5.3 An implementation plan that details responsibilities for implementation and strategies for transition, change management, and initial and ongoing training and maintenance of the policy, is included within the policy. 5.4 Mechanisms for monitoring compliance with the policy, quality assurance of the policy, and for evaluation of the policy are included within the policy. 5.5 The policy is developed in accordance with ***organisational requirements for style, format and contents***.
6. Release and promote public policy	6.1 Public policy is cleared through required channels, and agreement of critical stakeholders is gained in accordance with the policy development plan. 6.2 All stakeholders, particularly those who will be responsible for implementing the new or revised policy, are fully informed of the ***outcomes***, and fallout from dissenting stakeholders is managed in accordance with the policy development plan.

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ELEMENT	PERFORMANCE CRITERIA
	6.3 The policy is released and ***promoted*** in accordance with government requirements.
	6.4 Advice is provided to those affected by policy changes in accordance with organisational policy and procedures.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- reading and evaluating complex and formal documents such as policy and legislation
- researching, analysing and presenting information
- preparing written reports requiring precision of expression and language and structures suited to the intended audience
- working as a member of an inter-agency team to consult on and validate policy
- adjusting communication to suit different audiences
- responding to diversity, including gender and disability
- dealing with different points of view and dissenting stakeholders
- accessing policies and legislation electronically or in hard copy
- identifying and addressing the environmental, sustainability and occupational health and safety implications of policy/s being developed

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- policy development processes and practices in the public sector
- current policies underpinning the work area
- government procedures and protocols
- public sector code/s of ethics and code/s of conduct
- principles of community engagement in policy development
- equal employment opportunity, equity and diversity principles
- environmental, sustainability and occupational health and safety implications of policy/s being developed

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Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPMNGT604B Manage change
  - PSPMNGT605B Manage diversity
  - PSPMNGT606B Manage quality client service
  - PSPMNGT608B Manage risk
  - PSPOHS602A Manage workplace safety
  - PSPPROC602B Direct the management of contracts

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- development of public policy in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- public sector policy and legislation
- public sector standards, procedures and protocols
- policy development guidelines

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when developing public policy, including coping with difficulties, irregularities and breakdowns in routine
- development of public policy in a range of (2 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as

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literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Events may include:

- Machinery of Government changes
- a shift to designing policy around a set of government priorities not organisational structures/individual agencies
- a focus on whole of government policies
- changes to legal risks
- emphasis on policy research focused on the mid to long term, as well as that developed to meet immediate needs of government

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- national or international events such as:
  - change in government
  - changes in government policy
  - changes in strategic direction
  - changes in legislation
  - changes in the policies of other governments
  - changing social trends
  - economic/technological change

Public policy may include:

- ongoing policy formulation to meet the immediate needs of government
- evidence-based policy
- policy focused on the medium to long term
- any aspect of Australian life or public sector services or practices for which government considers policy development is required

Stakeholders may include:

- all those individuals and groups both inside and outside the government that have some direct interest in government conduct, actions, products and services, including:
  - employees at all levels of the public sector
  - government
  - Ministers
  - clients
  - the public
  - other public sector organisations
  - other jurisdictions
  - union and association representatives
  - boards of management
  - international governments
  - international bodies
  - community groups
  - non-government organisations
  - special interest groups
  - key individuals of influence

Approving authority may include:

- chief executive officer
- delegated officer, such as policy manager
- senior management
- board of management
- managing director

Issues may include:

- political sensitivities
- social and cultural sensitivities/factors

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- resource implications (of policy implementation)
- technological influences/implications
- jurisdictional issues
- 'sunk cost' restrictions
- non-consenting stakeholders at the end of the policy development process
- refusal to be involved, blocking, hampering process

Policy requirements may be defined in terms of:

- context
- rationale
- issues to be addressed
- expected outcomes
- timeframe
- business/government cycles
- research methods
- resource requirements for development
- key stakeholders
- communication strategy
- feedback mechanisms for review
- milestones
- precedents
- risk analysis
- possible complications
- success measures/learning from failure or previous problems
- possible resource implications for implementation

Information gathering may include:

- stakeholder consultation
- developments across the public sector or in private sector organisations
- evaluation of similar policies
- benchmarking (including international benchmarking)
- current and closed files
- surveys
- literature reviews
- Internet
- comparing with approaches in other countries

Analytical frameworks may include:

- logical/rational (including best practice)
- incremental
- radical transformation

Criteria for choice of

- likely effectiveness

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preferred policy option may include:	• implementation timeframe and costs (including infrastructure) • interaction with other policies (existing or being developed) • consistency with broader government and community agendas
Organisational requirements for style, format and contents may require policies to be:	• forward-looking • outward-looking • principles-based • innovative, creative, flexible • evidence-based • inclusive • consistent • self-contained, with adequate coverage of the subject matter • accessible to the intended audience/understandable to all users • gender-neutral and written in non-discriminatory language
Outcomes of the policy development process may include:	• nature of the policy change • the outcomes expected by stakeholders • issues • expected costs • timelines • contextual factors (including any impact on other related policies)
Promotion of policy may include:	• formal launch • national campaign • information sessions • presentations • media campaign • ongoing advice

Unit Sector(s)

Not applicable.

Competency field

Policy.

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PSPPROC303A Carry out basic procurement

Modification History

Release	TP Version	Comments
3	PSP12V1	Layout adjusted. No changes to content.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the expenditure of public monies for simple purchasing that requires simple and routine purchasing tasks to be undertaken under supervision. Goods and services are of low value or low risk, and purchasing is in accordance with government policy, public accountability requirements and organisational procedures. The unit includes planning for and undertaking procurement, and receiving goods and services.

In practice, undertaking basic procurement may overlap with other generalist or specialist work activities, such as working effectively in the organisation, upholding the values of public service or local government, complying with legislation, and using resources and financial systems.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

This unit applies to those who undertake purchasing as part of their role, whether as an initiator of a purchase or as an approver. This unit may not be appropriate for those who have a significant role in procurement.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan for basic procurement of goods or services	1.1. ***Delegation/limit of authority*** for basic procurement of goods or services is confirmed. 1.2. Procurement requirements are researched, confirmed and clarified as necessary with ***relevant personnel***. 1.3. Most suitable ***option for acquiring goods or services*** is determined in accordance with legislation, policy and procedures, and value for money considerations. 1.4. Approval processes for procurement options are identified. 1.5. ***Risk planning*** is conducted for the procurement activity in accordance with procedures, delegation and guidelines.
2. Undertake procurement	2.1. Approvals are obtained as necessary for procurement of goods or services in accordance with organisational policy and procedures. 2.2. Quotations are obtained if necessary in accordance with legislation, policy and procedures, and any conflict of interest is declared and resolved in accordance with organisational policy and procedures. 2.3. Suppliers or service providers are assessed and selected on the basis of ***best value for money***. 2.4. Procurement is initiated or orders are placed in

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	accordance with selected procurement option. 2.5. Procurement is conducted in accordance with the organisation's probity and governance requirements. 2.6. Procurement is conducted in line with the organisation's ***financial management system***.
3. Receive goods or services	3.1. Goods are received or provision of services is accepted in accordance with procurement requirements. 3.2. Quality assurance processes are implemented to ensure goods or services meet procurement specifications and outcomes required. 3.3. Action is taken to resolve non-compliance with specifications within limits of own authority, or is referred according to organisational policy and procedures. 3.4. Receipt of goods or services is ***confirmed*** and accounts are processed for payment according to organisational procedures. 3.5. ***Records*** are maintained and reporting obligations are met according to organisational and legal requirements to provide an audit trail and for other organisational purposes.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - write and communicate procurement requirements in unambiguous terms
  - consult and negotiate with providers
  - provide feedback
- teamwork skills to:
  - work independently or under direction as appropriate to the situation
  - respond to diversity
  - refer issues to the correct person
- problem-solving skills to:
  - assess procurement options and select the most suitable option
  - assess goods and services against specifications
- initiative and enterprise skills to apply OHS and environmental requirements to basic procurement requirements
- planning and organising skills to apply risk-management processes

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- self-management skills to apply codes of conduct, codes of practice and standards of individual behaviour
- learning skills to keep up-to-date with relevant procurement legislation, policies and procedures
- technology skills to:
  - operate organisational IT systems
  - use electronic procurement templates

Required knowledge

- commonwealth, state or territory, and local government procurement guidelines, including environmental purchasing guidelines
- organisation's code of conduct, codes of practice and standards of individual behaviour relating to procurement of goods and services, in particular identifying and managing conflict of interest, gifts and inappropriate relationships with providers
- procurement options and methods
- probity and ethical issues
- procedures for receipt and payment of goods or services, including credit card procedures
- procurement approval procedures
- financial and government accountability requirements
- equal employment opportunity, equity and diversity principles
- public sector legislation and guidelines, including OHS and environment

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	Competency must be demonstrated by undertaking basic procurement of goods or services consistently in accordance with legislative and organisational requirements.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • produce a procurement plan appropriate to the scale, complexity and risk of the procurement • implement the procurement plan in a way that reflects organisational policies and approaches • use relevant template documents • accept delivered goods and services into use • operate within own delegations and seek advice when

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appropriate
- keep records of procurement activities.

Consistency in performance

Competency should be demonstrated by providing evidence of undertaking a range of relevant work tasks in an actual or simulated procurement environment on at least three separate occasions.

Context of and specific resources for assessment

The unit of competency is to be assessed in the workplace or a simulated workplace environment.

Access may be required to:

- legislation, policy, procedures and protocols relating to basic procurement of goods and services
- codes of conduct and codes of practice
- workplace scenarios and case studies relating to a range of basic procurement activities
- case studies that incorporate dilemmas, and probity requirements relating to basic procurement of goods and services.

Method of assessment

The following assessment methods are suggested:

- questions to assess understanding of relevant legislation and procedures
- review of strategies selected for basic procurement
- review of basic procurement plans, requests for quotation, quotation evaluation plans, selection reports, credit card purchase documents, approvals obtained, simple budgets, invoices paid, other financial documents and other documentation prepared by the candidate in a range of contexts
- feedback from peers or supervisors on actions taken to monitor and review contract performance

In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Guidance information for assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- PSPETHC301B Uphold the values and principles of

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public service
- PSPGOV301B Work effectively in the organisation
- PSPGOV305B Access and use resources and financial systems
- PSPGOV309A Address client needs
- PSPGOV312A Use workplace communication strategies
- PSPLEGN301B Comply with legislation in the public sector

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Delegation/limit of authority may include:	• low value or low risk procurement • one-off purchases • expenditure approval limits • approval processes • procurement decision making
Relevant personnel may include:	• internal user of procured goods or services • supervisor • specialist procurement personnel • supplier
Options for acquiring goods or services may include:	• purchasing off an existing contract, standing offer or multi-use list • government credit card transactions • direct purchase from retail or wholesale outlets • petty cash • standard electronic commerce or online transactions
Risk planning may include:	• stakeholder consultation • confirmation that a procurement process is necessary • confirmation that funds are available • confirmation that required approvals have been obtained
Best value for money	• availability

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includes:	• ease of disposal • price • through life support • warranty • quality and suitability of product
Financial management system may include:	• procurement and contracts' register • delegations and authorities • reporting requirements • record keeping • receiving and accepting deliverables • payment approval process • credit card process
Confirmation may include:	• verbal and written • internal and external • to users • to management.
Records may include:	• purchase requests and orders • invoices and payment requests • statements and petty cash vouchers • records of authorised decisions • corporate credit card transaction statements • records of supplier performance • financial statements • asset registers • actions taken to manage identified conflict of interest • records of conversation • procurement reporting

Unit Sector(s)

Not applicable.

Competency field

Procurement and Contract Management.

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PSPPROC406B Procure goods and services

Modification History

Release	TP Version	Comments
3	PSP12V1	Layout adjusted. No changes to content.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the expenditure of public monies for simple procurement of low value/low risk goods and services using contractual arrangements that include simple tendering and requests for quotation. The unit requires analysis and decision making in the procurement process, which is undertaken under limited supervision. It includes planning and undertaking procurement, managing contractors and completing contractual arrangements.

In practice, procuring goods and services overlaps with other generalist and specialist public sector or local government work activities, such as upholding and supporting the values and principles of public service, identifying and treating risks, exercising delegations, applying government processes, encouraging compliance with legislation in the public sector or local government, planning procurement, developing and distributing requests for offers, selecting providers and managing contracts.

This unit is not recommended for those who specialise in procurement. It cannot be included in the Certificate IV in Government (Procurement and Contracting).

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

This unit applies to those who enter into contracts or go out to tender or manage the procurement but are not procurement professionals. Those undertaking this unit may be developing a request for tender but procurement is not a major part of their role.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan for procurement of goods or services.	1.1. ***Market assessment*** is used to identify and select options for procuring goods or services in accordance with business plan requirements, legislation, policy and procedures, and ***probity requirements***. 1.2. ***Commercial strategy*** is identified to achieve the procurement outcome set out in the business plan, achieve value for money, and meet legal and probity requirements. 1.3. Risk planning is conducted for the procurement activity according to procedures, delegations and guidelines. 1.4. Process and criteria for evaluation of offers from suppliers or service providers are identified to meet public sector probity requirements, and are recorded in a tender evaluation plan. 1.5. Procurement plan is developed to manage procurement process and ***contractual arrangements*** in accordance with ***legislation***, ***policy and procedures***, ***and probity requirements***.

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	1.6. ***Stakeholders*** are consulted about the planned procurement and their feedback is incorporated into the procurement process.
2. Undertake procurement.	2.1. ***Method for requesting and receiving offers*** is chosen to suit the procurement activity and comply with organisational policy and procedures and probity requirements. 2.2. Specialist expertise is used to assist in evaluation of offers as required. 2.3. Evaluation and selection of the offer are made according to tender evaluation plan, and organisational policy and procedures. 2.4. Notification of successful and unsuccessful suppliers/providers is undertaken according to procurement plan, and organisational policy and procedures. 2.5. Work does not commence and payment is not made until contractual arrangements are formalised. 2.6. Contractual arrangements that are legally binding to all parties and suitable to the procurement activity are negotiated, formalised and ***reported*** according to organisational policy and procedures.
3. Manage contractors.	3.1. Communication strategies are established to build and maintain relationships with contractors. 3.2. Performance is monitored against contract performance indicators for quality assurance of the goods or services and to ensure compliance with contract specifications. 3.3. Contract performance indicators are regularly reviewed to ensure relevance. 3.4. Approvals are obtained for contract variations according to organisational and contractual requirements. 3.5. Disputes or complaints are investigated, documented and resolved or referred according to contractual provisions. 3.6. Contractual obligations to contractors are met. 3.7. ***Records*** are maintained according to organisational and legal requirements to provide an audit trail and for other ***organisational purposes***.
4. Complete contractual arrangements.	4.1. Goods and services received are confirmed as meeting contractual specification and required outcome, and accounts are processed for payment according to organisational procedures.

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4.2. Contracts are finalised, cancelled or terminated according to contractual arrangements.

4.3. Contract performance, outcomes and management processes are evaluated, and lessons learnt are recorded and used to inform ongoing contract management practices.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - write procurement specifications in unambiguous terms
  - consult and negotiate with providers
  - write, read and/or sign contractual agreements that may include complexity of language and style, using templates where appropriate
  - engage in ongoing communication with contractors that may involve explaining or clarifying written and oral information, note-taking at meetings, active listening, and checking for understanding
  - provide feedback
- teamwork skills to:
  - work independently or under direction as appropriate to the situation
  - model team leadership approaches if appropriate
  - respond to diversity
  - refer issues to the correct person
- problem-solving skills to:
  - evaluate procurement options and select the most suitable option
  - assess goods or services provided against specifications
- initiative and enterprise skills to apply OHS, environmental, sustainability and corporate social responsibility practices in the context of government procurement activities
- planning and organising skills to:
  - manage contractor performance against contract requirements
  - make payments and manage financial arrangements
- learning skills to keep up-to-date with relevant procurement legislation, policies and procedures
- technology skills to:
  - operate organisational IT systems
  - use electronic procurement templates

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Required knowledge

- commonwealth, state or territory, and local government legislation, policies, practices and guidelines:
  - relating to contract management, including environmental purchasing and corporate social responsibility guidance
  - such as OHS and equity and diversity
- organisational procurement policies, practices and approval processes
- organisation's code of conduct and code of ethics
- procurement options and methods
- probity and ethical issues
- codes of conduct, codes of practice and standards of individual behaviour relating to procuring goods and services, in particular identifying and managing conflict of interest, gifts and inappropriate relationships with providers
- procedures for receipt and payment of goods or services
- common use arrangements
- procurement approval procedures
- financial accountability requirements
- aspects of contract law, laws of tort, trade practices law, commercial law and other legislation relating to receipt and evaluation of offers, negotiation and award of contracts

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	Competency must be demonstrated in the ability to procure goods and services consistently in accordance with legislative and organisational requirements.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • plan a procurement activity, using templates where these are available, to a level of detail commensurate with the complexity and risk profile of the procurement • implement the procurement plan in a way that reflects the legislative and policy environment applicable to the organisation • develop a suitable contract management plan, using templates if available • manage the performance of contractors to ensure that the

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goods or services are delivered in accordance with the contract
- act within own delegations and refer issues to higher authority when necessary.

Consistency in performance

Competency should be demonstrated by providing evidence of undertaking a range of relevant work tasks in an actual or simulated procurement environment on at least two separate occasions.

Context of and specific resources for assessment

The unit of competency is to be assessed in the workplace or a simulated workplace environment.

Access may be required to:

- legislation, policy, procedures and protocols relating to procuring goods and services
- codes of conduct and codes of practice
- workplace scenarios and case studies relating to a range of procurement activities
- case studies that incorporate dilemmas, and probity requirements relating to procurement of goods and services.

Method of assessment

The following assessment methods are suggested:

- questions to assess understanding of relevant legislation and procedures
- review of strategies selected for procurement
- review of procurement plans, requests for quotation/tender, tender evaluation plans, selection reports, contracts, contract management plans and reports, and other documentation prepared by the candidate in a range of contexts
- feedback from peers or supervisors on actions taken to monitor and review contract performance.

In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Guidance information for assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

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- PSPETHC401A Uphold and support the values and principles of public service
- PSPGOV417A Identify and treat risks
- PSPGOV421A Exercise delegations
- PSPLEGN401A Encourage compliance with legislation in the public sector
- PSPPROC411A Plan procurement
- PSPPROC412A Develop and distribute requests for offers
- PSPPROC413A Select providers and develop contracts
- PSPPROC414A Manage contracts.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Market assessment may include:	• structure of the market • number and quality of providers • factors and conditions which may affect supply of goods or provision of services • potential impact of intended procurement activity
Evaluation of options may include:	• stakeholder consultation • confirmation that procurement is necessary • development of a business case • comparison of internal and outsourced provision

Probity requirements:	• may include:
	  • accountability
	  • transparency
	  • confidentiality
	  • managing conflict of interest
	  • impartiality
	• are maintained to:
	  • encourage conformity to processes
	  • facilitate accountability
	  • ensure proponents are treated in a fair and equitable manner

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	• encourage commercial completion • preserve public and private sector confidence in government processes
Key elements of a ***commercial strategy*** may include:	• consultation with key stakeholders • expenditure budget meets organisational requirements for probity and accountability • procurement process agreed by users and documented, and meets legal and probity requirements • approvals obtained • contractual arrangements that capture and address identified risks, protection of all parties, and include performance indicators that provide the basis for due performance
Contractual arrangements may include:	• verbal and written orders • purchase order • government credit cards • petty cash • memoranda of understanding/memoranda of agreement • in-house service level agreements • contracts • standing offers • inter and intra-government agreements
Legislation, ***policy and procedures and probity requirements*** may include:	• commonwealth or state and territory legislation • council rules and by-laws • equal employment opportunity and anti-discrimination law • commonwealth, and state or territory government procurement guidelines, including environmental purchasing guidelines • organisational policies and practices • probity guidelines • financial management requirements
Stakeholders may include:	• end users, customers or clients, and sponsors • current or potential providers or suppliers • technical or functional experts or advisers • commonwealth, state or territory, and local government • the organisation • other public sector organisations • employees, unions and staff associations

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	• industry bodies • local communities • lobby groups and special user groups
Methods for requesting and receiving offers may include:	• requests for quotation • direct purchases using existing supply agreements, such as standing offers • oral quotations • written quotations • direct purchases from retail or wholesale outlets • electronic commerce
Reporting may include:	• gazettal notices • public notification • Gazette Publishing System (GaPS) • electronic • verbal • annual reports • internal and/or external • statistical reports
Records may include:	• purchase requests and orders • simple procurement submissions and proposals • invoices and payment requests • statements and petty cash vouchers • offer and contract documents • evaluation process documentation • records of authorised decisions • corporate credit card transaction statements • records of supplier performance • gazettal notices • financial statements • asset registers • records of conversation • actions taken to manage identified conflict of interest
Organisational purposes may include:	• reports and other documents • future procurement planning and contract management • accountability requirements • Ministerials

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Unit Sector(s)

Not applicable

Competency field

Procurement and Contract Management.

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PSPSEC006 Implement security risk treatments

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPSEC402A Implement security risk treatments. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 2.1 and 2.2, PC 3.3 and 3.4, PC 4.1 and 4.2 merged

Application

This unit describes the skills required to confirm risk decisions, identify risk treatments, implement countermeasures and monitor and review the security risk management process.

This unit applies to those working in a security role where they will be required to confirm, identify, implement and review risk.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to the security plan.

Those undertaking this unit would generally work independently and as part of a team using support resources as required. They would perform complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Security

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Confirm risk decisions	1.1 Confirm management decisions determining acceptable and unacceptable levels of risks. 1.2 Note and monitor low level risks accepted by the organisation, to detect changed circumstances. 1.3 Refer unacceptable high-level risks for development of formal management plans. 1.4 Note for treatment all major or significant risks determined as unacceptable.
2. Identify risk treatments	2.1 Ensure treatments are consistent with the security plan, are cost effective and address levels and types of risk and the importance of the function or resource at risk. 2.2 Select treatments to reduce the likelihood and/or consequences of the risk. 2.3 Include continuity plans in treatments where appropriate. 2.4 Document treatments and submit for approval.
3. Implement countermeasures	3.1 Develop and implement a treatment plan. 3.2 Apply countermeasures in accordance with the implementation strategy detailed in the security plan. 3.3 Implement countermeasures in accordance with timeframe, budgetary requirements and legal requirements.
4. Monitor and review security risk management process	4.1 Implement strategies to monitor risk environment. 4.2 Evaluate risk treatments against the objectives of the security plan. 4.3 Obtain feedback from stakeholders on the adequacy and need for current security measures affecting their work/area. 4.4 Convey recommendations for re-examination of security risk or improved risk treatments to the appropriate personnel.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPSEC402A Implement security risk treatments.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPSEC006 Implement security risk treatments

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- applying legislation, regulations and policies relating to government security management
- reading and analysing the organisation's security plan
- communicating with diverse stakeholders
- using computer technology to gather and analyse information, and prepare formal reports
- representing mathematical information in format to suit the purpose

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, regulations, policies, procedures and guidelines relating to government security management including WHS
- Crimes Act 1914 and Criminal Code 1985
- Freedom of Information Act 1982
- Privacy Act 1988
- fraud control and protective security policies
- Australian Government Information Security Manual (ISM)
- Protective Security Policy Framework
- risk analysis terminology and techniques
- the organisation's security plan
- the organisation's assets and security environment

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- risk management: principles and guidelines
- AS/NZS ISO 31000:2009

Assessment Conditions

Assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when implementing security risk treatments.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPSEC007 Develop and advise on government security procedures

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPSEC403A Develop and advise on government security procedures. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 2.1 and 2.2 merged, PC 4.2 removed

Application

This unit describes the skills required to interpret security policy and legislation, analyse security related data, develop procedures and provide advice on government security matters.

This unit applies to those working in the policy development division of the organisation.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to policy development and implementation.

Those undertaking this unit would generally work independently and as part of a team using support resources as required. They would perform complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Security

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Interpret security policy and legislation	1.1 Identify and analyse legislation impacting on security policy and procedures. 1.2 Analyse the organisation's security policy in relation to risk identification, security management and security incidents. 1.3 Confirm policy intent and identify and review existing procedures for consistency.
2. Analyse security related data	2.1 Collect and analyse data and confirm its integrity. 2.2 Identify outcomes and trends that need to be addressed through security procedures. 2.3 Determine any changes in organisational circumstances and identify related security procedures.
3. Develop procedures	3.1 Identify intended audience/s for procedures and determine language style, structure and format accordingly. 3.2 Develop security procedures to reflect changes in circumstances. 3.3 Develop procedures in consultation with security plan developer/s, end users and approval personnel. 3.4 Submit and gain approval for procedures.
4. Provide advice on government security matters	4.1 Provide information and advice on security procedures and related legislation, regulations, standards and guidelines. 4.2 Consider intended use and consequences of advice and communicate in a manner that addresses the requirements of stakeholders. 4.3 Check documentation provided to ensure it supports the information and advice given.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPSEC403A Develop and advise on government security procedures.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPSEC007 Develop and advise on government security procedures

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- applying legislation, regulations and policies relating to government security management
- communicating with a diverse range of stakeholders

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, regulations, policies, procedures and guidelines relating to government security management
- organisational policy, procedures and guidelines
- legislation relating to government operations, privacy, work health and safety
- Crimes Act 1914 and Criminal Code 1985
- the organisation's security plan

Assessment Conditions

Assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when developing security procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPSEC012 Develop security risk management plans

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPSEC502A Develop security risk management plans. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 2.1 and 2.2 merged

Application

This unit describes the skills required to treat security risks through the development of a security risk management plan. It includes identifying security countermeasures and developing a plan with schedule for implementing, monitoring and evaluating security strategies.

This unit applies to those working in a security role with some responsibility for addressing organisational risk.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to developing risk management plans.

Those undertaking this unit would work autonomously occasionally accessing and evaluating support from a broad range of sources. They would perform complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Security

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify counter-measures	1.1 Review documented risks and threats and validate management decisions on acceptable and unacceptable risks. 1.2 Determine treatment options and countermeasures to reduce the likelihood of occurrence or consequences of the risk. 1.3 Propose treatments which include continuity plans where appropriate. 1.4 Propose treatments which match the level and type of risk and importance of the function or resource. 1.5 Conduct a cost-benefit analysis to determine countermeasures. 1.6 Consult stakeholders on the cost-benefit analysis and determine and submit countermeasures for prioritising.
2. Develop security plan	2.1 Prepare a security plan containing explanatory information on the importance of security and the organisation’s security objectives in achieving corporate and business objectives. 2.2 Summarise the threat assessments undertaken, current exposure and current protective security arrangements in the plan. 2.3 Outline security strategies for implementing, monitoring and evaluating countermeasures. 2.4 Include timeframes and security budget for implementing countermeasures including assigned responsibilities and methodologies to be used. 2.5 Submit security plan for approval and communicate to stakeholders.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPSEC502A Develop security risk management plans.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPSEC012 Develop security risk management plans

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- applying legislation, regulations and policies relating to security risk management plans
- using evaluation, deductive reasoning, problem solving and decision making
- communicating with diverse stakeholders involving presentation, listening, questioning, paraphrasing, clarifying, summarising
- reading and analysing complex information in standards and security plans
- writing reports requiring formal language and structure
- representing numerical, graphical and statistical information in diverse formats

Knowledge Evidence

- Operational knowledge of:
  - Crimes Act 1914 and Criminal Code 1985
  - Freedom of Information Act 1982
  - Privacy Act 1988
  - fraud control policy
  - Australian Government Information Security Manual (ISM)
  - Protective Security Policy Framework
  - Australian standards, quality assurance and certification requirements
  - international treaties and protocols
  - requires comprehensive knowledge of cross-jurisdictional protocols
  - organisation’s strategic objectives

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- national strategic objectives
- formats for different types of reports
- cost-benefit analysis techniques
- equal employment opportunity, equity and diversity principles
- public sector legislation, including WHS and environment, in the context of security risk assessment

Assessment Conditions

Assessment of this unit requires evidence gathered over time in a workplace environment or one that closely resembles normal work practice and replicates the diverse conditions likely to be encountered when developing risk management plans.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPSEC405A Handle security classified information

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the requirements related to handling security classified information. It includes receiving, dealing with and maintaining security classified information.

In practice, handling security classified information may overlap with other generalist or specialist public sector work activities such as working ethically, complying with legislation, applying government processes, gathering and analysing information, exercising regulatory powers.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Receive security classified information	1.1 ***Security classified information*** is ***received*** and checked to ensure transmission protocols have been adhered to. 1.2 Action is taken in accordance with security policy and procedures where protocols have not been adhered to. 1.3 Security classified information is recorded in accordance with organisational policy and procedures.
2. Deal with security classified information	2.1 Security classified information is ***reviewed*** to ensure classification meets the organisation's security policy for protection of information. 2.2 Aggregated security classified information is reviewed to ensure that it is classified in accordance with security requirements. 2.3 Classification requirement is checked to ensure it is warranted, and the level of protection is assigned in accordance with the consequences that might result from the compromise of the information's confidentiality, integrity and availability. 2.4 Originators of information who classify documents are contacted to discuss re-classification or de-classification where necessary. 2.5 Security classified information is ***transmitted*** in accordance with organisational security policy and procedures. 2.6 ***Expert advice*** is obtained as required in accordance with organisational policy and procedures.
3. Maintain security classified information	3.1 Security classified information is ***secured*** in accordance with organisational policy and procedures. 3.2 Security classified information is ***accounted for*** in accordance with organisational policy and procedures. 3.3 Security classified information is ***disposed of*** in accordance with organisational policy and procedures.

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Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to government security management
- applying security classification systems
- using analysis and problem solving
- tailoring communication to the needs of a diverse range of people inside and outside the organisation who classify, transmit or advise on security classified information
- responding to diversity, including gender and disability
- undertaking recordkeeping requiring attention to detail, and adherence to standards
- applying procedures relating to occupational health and safety and environment in the context of government security management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to government security management
- standards for management of security classified information
- classification system for national security and non-national security information
- procedures for confirming initial security classifications
- international protocols and treaties impacting on government security management
- available sources of expert advice
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of government security management

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training

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Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPETHC401A Uphold and support the values and principles of public service
  - PSPGOV406B Gather and analyse information
  - PSPGOV422A Apply government processes
  - PSPLEGN401A Encourage compliance with legislation in the public sector
  - PSPREG401C Exercise regulatory powers

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- security classified information handled in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to handling security classified information
- case studies and workplace scenarios to capture the range of situations likely to be encountered when handling security classified information

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when handling security classified information, including coping with difficulties, irregularities and breakdowns in routine
- security classified information handled in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse

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backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Security classified information may include:

- hard copy
- electronic
- audio-visual
- photographic
- encrypted
- national security classified
- non-national security classified
- classified by third parties

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Security classified information may be ***received*** by:	• hand • mail • safe hand mail • courier • electronic means
Reviewed information may include:	• single or aggregated information
Transmission may be by:	• hand • mail • courier • electronic means

Expert advice may include:	• agency security adviser/s
	• specialist agencies such as:
	  • Australian Security Intelligence Organisation
	  • Department of Foreign Affairs and Trade
	  • Australian Public Service Commission
	  • Defence Signals Directorate
	  • Australian Federal Police
	  • Attorney-General's Department
	  • Australian National Audit Office
	  • Office of the Australian Information Commissioner

Securing practices may include:	• correct filing
	• clean desk
	• quitting all electronic systems and networks
	• checking environment including:
	  • desks
	  • whiteboards
	  • waste bins
	  • computer drives
	  • containers
	  • cabinets
	  • safes
	  • vaults
	  • windows
	  • doors
	• safe carriage of keys

Accounting for security classified information	• audit • spot checks

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may include:	• correct notation or markings • file records • transmission records • receipts
Methods of ***disposal*** may include:	• pulping • burning • pulverisation • shredding • overwriting • degaussing • destruction • archiving

Unit Sector(s)

Not applicable.

Competency field

Government Security Management.

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PSPSOHS402A Contribute to the implementation of the OHS consultation process

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the outcomes required to effectively contribute to the promotion of consultative arrangements in the workplace by communicating, influencing and consulting as part of a systematic approach to managing OHS. The unit addresses the formal and informal processes of ensuring people in the organisation are informed about OHS and have opportunities to effectively participate in OHS processes.

In practice, contributing to the implementation of the OHS consultation process may overlap with other generalist or specialist public sector work activities such as acting ethically, using communication strategies, delivering client services, supporting policy implementation.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

This unit applies to individuals with supervisory responsibilities for implementing and monitoring the organisation's OHS policies, procedures, programs in a work area. It addresses the formal and informal processes of ensuring people in the organisation are informed about OHS and have opportunities to effectively participate in OHS processes.

This unit will involve working with individuals and working with groups.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Contribute to procedures as individuals or as part of a group to raise OHS issues or request information and data	1.1 ***Strategies and tools*** for individuals or groups to raise OHS issues or request information and data are identified. 1.2 Procedures for individuals and groups to raise OHS issues or request information and data are implemented and communicated to ***stakeholders*** and ***interested parties***. 1.3 ***Barriers*** to individuals or groups seeking OHS information and data or raising issues are identified. 1.4 Recommendations are made to address any identified barriers.
2 Contribute to procedures for communicating OHS information and data	2.1 Needs for ***OHS information and data***, communication and consultation, including relevant ***legislative requirements***, are identified with stakeholders. 2.2 Information and data about OHS is provided to key personnel on a regular basis, in a readily accessible manner and appropriate to the target group. 2.3 Formal and informal ***communication processes*** are used to provide information and data about OHS. 2.4 Any barriers to individuals or groups gaining information and data about OHS are identified. 2.5 Recommendations are made to address any identified barriers.
3 Communicate OHS information, data and advice	3.1 Timely and appropriate OHS information and data and advice are provided to stakeholder groups and individuals. 3.2 OHS-related contributions in the form of ideas, information and

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ELEMENT	PERFORMANCE CRITERIA
effectively to influence management decision making and action	solutions are made to influence management decision making and action. 3.3 Awareness of the organisation's cultural and industrial environment is used when dealing with OHS issues.
4 Contribute to maintaining consultative arrangements	4.1 Support and advice are provided to those involved in ***OHS consultative arrangements***. 4.2 The OHS issue resolution process is supported to facilitate timely and equitable resolution of OHS issues. 4.3 OHS consultative processes are facilitated to meet legislative and workplace requirements. 4.4 The effectiveness of OHS consultation and participative arrangements is monitored.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- relating to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communicating effectively with personnel at all levels of the organisation, OHS specialists and, as required, emergency service personnel
- preparing brief summary reports for a range of target groups including OHS committee, OHS representatives, managers and supervisors
- managing own tasks within a time frame
- employing consultation and negotiation skills, particularly in relation to developing plans and implementing and monitoring designated actions
- contributing to the assessment of the resources needed to systematically manage OHS and where appropriate access resources
- analysing relevant workplace information and data, making observations including of workplace tasks and interactions between people, their activities, equipment, environment and systems
- using a range of communication media
- conducting effective formal and informal meetings
- using language and literacy skills appropriate to the workgroup and the task
- dealing with conflict and contestability
- identifying and developing links between different activity areas in the

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workplace.

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- legislative requirements for OHS information and data and consultation
- roles and responsibilities in relation to communication and consultation for OHS committees, OHS representatives, line management, employees and inspectors
- requirements for record keeping that addresses OHS, privacy and other relevant legislation
- requirements for reporting under OHS and other relevant legislation including obligations for notification and reporting of incidents
- State/Territory/Commonwealth OHS legislation (Acts, regulations, codes of practice, associated standards and guidance material) including prescriptive and performance approaches and links to other relevant legislation such as industrial relations, equal employment opportunity, workers compensation, rehabilitation etc
- internal and external sources of OHS information and data
- benefits and limitations and use a range of communication strategies and tools appropriate to the workplace
- how the characteristics and composition of the workforce impact on risk and the systematic approach to managing OHS e.g.
- labour market changes
- structure and organisation of workforce - part-time, casual and contract workers, shift rosters, geographical location
- language, literacy and numeracy
- communication skills
- cultural background/workplace diversity
- gender
- workers with special needs
- principles of effective meetings including agendas, action planning, chair/secretarial duties, minutes and action items
- knowledge of organisational OHS policies and procedures
- key personnel, including identifying 'change agents', within workplace management structure
- formal and informal communication and consultation processes and key personnel related to communication
- language, literacy and cultural profile of the work group
- organisational culture as it impacts on the workgroup
- public policy basis of OHS

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Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include:

- PSPETHC401A Uphold and support the values and principles of public service
- PSPGOV402B Deliver and monitor service to clients
- PSPGOV412A Use advanced workplace communication strategies
- PSPGOV422A Apply government processes
- PSPPOL404A Support policy implementation
- PSPSOHS401A Contribute to the implementation of a systematic approach to managing OHS
- PSPSOHS404A Contribute to the implementation of strategies to control OHS risk
- PSPSOHS407A Ensure compliance with OHS and other relevant laws.

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- knowledge requirements of this unit
- skill requirements of this unit
- application of employability skills as they relate to this unit.

Resources required to carry out assessment

Resources essential for assessment include:

- legislation, policy, procedures and protocols relating to OHS consultation processes
- case studies and workplace scenarios to capture the range of situations likely to be encountered when contributing to the implementation of OHS consultation processes.

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when contributing to the implementation of OHS consultation processes, including coping with difficulties, irregularities and breakdowns in routine
- contribution to the implementation of OHS consultation in a range of three or more contexts or occasions, over time.

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Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might be disadvantaged.

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and may include a combination of two or more of:

- workplace projects
- simulation or role plays
- case studies and scenarios
- portfolios.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance criteria is explained here.

Strategies and tools may include:

- OHS committees
- meetings with health and safety and employee representatives
- employee meetings
- input to safety audits, hazard identification and risk assessment processes
- hazard alerts
- surveys, checklists
- tool box meetings
- intranet or email systems
- suggestion boxes and processes
- informal discussions with team members

Stakeholders may

- managers

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include:	• supervisors • health and safety and other employee representatives • OHS committees • employees
Interested parties may include:	• contractors • visitors • clients • community
Barriers may include:	• language • literacy and numeracy • special needs of employees • shift work and rostering arrangements • contractual arrangements • timing of information provision • workplace organisational structures (eg geographic, hierarchical) • workplace culture related to OHS
Information and data about OHS may include:	• OHS legislation, codes of practice and guidelines • OHS consultation and participation processes • rights and responsibilities • hazards that exist in the workplace • risk assessments • risk control strategies • workplace OHS policies and procedures • safe work procedures • access to training information and data • manufacturers' manuals and specifications
Legislative requirements may include:	• OHS legislation, regulations and codes of practice • workplace equity, diversity and privacy legislation • freedom of information (FOI) legislation
Communication processes may include:	• group and individual meetings • interviews • notice boards • signs, posters and brochures • emails, letters, minutes, memos, reports • photographs, maps and plans • audio-visual media eg video • newsletters
OHS consultative	• OHS and other consultative and planning committees

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arrangements may include:	• health and safety representatives and other employee representatives • employee and supervisor involvement in OHS activities such as inspections and audits • procedures for reporting hazards, and raising and addressing OHS issues • employee and workgroup meetings

Unit Sector(s)

Not applicable.

Competency field

Specialist Occupational Health & Safety.

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PUACOM001C Communicate in the workplace

Modification History

PUACOM001C Release 2: Layout adjusted. Application added.

PUACOM001C Release 1: Primary release.

Unit Descriptor

This unit covers the competency for interacting with people internally and externally through verbal, nonverbal and written communications in the workplace and the ability to follow verbal and written workplace instructions.

Application of the Unit

This unit applies to all workers, but has a specific focus on the communication skills required by entry level workers with public safety organisations and other safety roles.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Communicate verbally	1.1 Language used in all communications is clear concise and appropriate to client, assignment and organisation's requirements. 1.2 Active listening skills and questioning techniques are used to clarify issues. 1.3 Established ***communication*** pathways are used for routine and non-routine communication.
2. Communicate non verbally	2.1 ***Non verbal communication*** is positive, culturally appropriate and tailored to the audience. 2.2 Non verbal communication is consistent with verbal communication.
3. Communicate with clients	3.1 Questioning, learning and summarising skills are used to establish ***client needs.*** 3.2 The needs of ***clients*** are addressed in line with organisation's policy and procedures. 3.3 Confidentiality is observed in accordance with organisation's policies and procedures.
4. Give and receive instructions	4.1 ***Instructions*** received are acted upon within an agreed time frame and to meet organisation needs. 4.2 Difficulties/problem areas are identified and communicated to the appropriate person in a timely manner. 4.3 Clarification of instructions is sought from the appropriate person. 4.4 Instructions are relayed clearly, concisely and accurately and confirmation of understanding obtained.
5. Take part in group discussions and informal meetings	5.1 Contributions are made in small informal group activities and meetings to facilitate outcomes. 5.2 Responses are sought from, and provided to, other group members in a constructive way. 5.3 Views and opinions of individuals or a group are understood, acknowledged and accurately represented to others where required.
6. Prepare and process routine written correspondence notes and records	6.1 Information and ideas are presented in a format, language and timeframe to meet organisation's requirements. 6.2 Presentation of written documents meets organisation's standards of style and accuracy. 6.3 Documents are processed to comply with legislative

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ELEMENT	PERFORMANCE CRITERIA
	requirements and organisation's policy and procedures.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate in group setting
- follow written instructions
- give and receive verbal instructions
- interact with clients
- use information technology effectively

Required Knowledge

- effective non verbal communication techniques
- effective verbal communication techniques
- group communication techniques
- small group dynamics
- written communication skills

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated in effectively interacting with clients and communicate verbally and non verbally.

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

- A combination of oral or written presentations
- observations
- on the job and/or in a simulated workplace environment

Specific resources for assessment

No special requirements.

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Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Clients may include:
- external
- internal
- representatives of other organisations
- representatives of non government organisations
- contractors
- members of the public
- persons from culturally and linguistically diverse backgrounds
- people with hearing/vision impairments

Instructions may include:
- verbal
- non verbal
- written and may include requests
- directions

Modes of communication may include:
- written
- face to face
- radio
- mobile telephone
- land line telephone
- facsimile
- information technology systems
- signalling systems
- pamphlets translated in other languages for persons from culturally and linguistically diverse backgrounds
- Auslan gestures
- use of interpreters
- signals
- visual signalling re vessels
- helicopter signals
- fixed plane signals
- signalling to vessel skipper re anchoring, towing etc

Client needs may include:
- information
- advice
- directions
- assistance

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Workplace may include:	• office • in the field • workshop • operational area • surf or ocean environment • blue water coastal areas, barrier reef • bars and bar crossings
Non verbal communication may include:	• body language • gestures and signals
Routine correspondence may include:	• brief notes • documents • number of themes covered in document would be simple and limited

Unit Sector(s)

Not applicable.

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PUACOM002B Provide services to clients

Modification History

PUACOM002B Release 2: Layout adjusted. Application added.

PUACOM002B Release 1: Primary release.

Unit Descriptor

This unit covers the competency to interact with internal and external clients.

Application of the Unit

This unit applies to all workers who have a requirement to communicate with clients as part of their public safety role. This may include both those workers who have a specific client contact role, as well as operational workers who come in to contact with members of the public as part of their duties.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify client needs and expectations	1.1 Current and potential ***clients*** are identified. 1.2 Needs and expectations are discussed and clarified with clients.
2. Determine and implement response to client needs	2.1 Appropriate decision making processes are established with client and relevant stakeholders. 2.2 Options are identified. 2.3 Decision making criteria are identified taking account of client needs and organisational context. 2.4 Decision making criteria are applied to options in order to identify range of relevant outcomes. 2.5 ***Appropriate response*** are selected and implemented. 2.6 Client needs are recognised and taken into consideration in accordance with anti discrimination and other organisation policy and procedures.
3. Manage client expectations	3.1 Range of possible organisational responses are communicated to the client in a timely manner. 3.2 Client is informed of options for further action. 3.3 Courtesy, consideration and sensitivity are exercised at all times with the client. 3.4 All ***necessary documentation*** is obtained, completed and processed according to organisation's policy and procedures. 3.5 ***Organisation's policy and procedures*** relating to confidentiality are implemented. 3.6 Assistance is sought to manage clients' expectations when necessary. 3.7 Clients are referred to other personnel where necessary to ensure their needs are managed efficiently.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- interpersonal skills
- locating information
- reading selectively and summarising information

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Required Knowledge

- major regulatory functions of organisation
- organisation and structure
- organisation services, facilities and activities
- organisation's anti-discrimination procedures
- organisation's policies and procedures relevant to client service and information provision

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated in:

- locating, interpreting and providing relevant information to requests
- seeking assistance when necessary
- completing appropriate workplace records
- working in accordance with organisation's policies and procedures

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

A combination of oral or written presentation, observation on the job and/or in a simulated workplace environment.

Specific resources for assessment

No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Communication with clients may include:

- spoken
- face-to-face
- telephone

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	• written • electronic • forms • letters • non verbal • gestures • body language • displays of information • photographs • interpreters
Clients may include:	• colleagues • community • contractors • personnel from other organisations
Other organisations may include:	• government departments • community services • community groups • public safety organisations • non government organisations
Effective (spoken) communication may include:	• clear • sequenced explanations • instructions • paraphrasing • negotiating meaning • checking back on details • summarising • using another language
Appropriate response may include:	• written response involving reading • selecting and extracting relevant information • spoken response involving questioning appropriate personnel and relaying information to the client
Completion of necessary documentation may include:	• independent or assisted form filling • recording events in the sequence they happened
Organisation's policy and procedures may include:	• as documented in procedures manual • standardised operations • conveyed through spoken language
Procedures for dealing with difficult clients may include:	• seeking assistance • referring to other personnel
Opportunities for feedback may include:	• client satisfaction forms • telephone survey • follow up contact

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- suggestion box
- verbal

Unit Sector(s)

Not applicable.

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PUACOM003B Manage information

Modification History

PUACOM003B Release 2: Layout adjusted. Application added.

PUACOM003B Release 1: Primary release.

Unit Descriptor

This unit covers the competency to manage information to support the achievement of the organisation's objectives.

Application of the Unit

This unit applies to workers who have the delegated responsibility to ensure that information is collected and disseminated to team members and also that data and information is stored in organisational information systems. This unit is relevant at both local public safety group level and organisation wide. While written specifically for the public safety industry, it may have application in other industries.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify information needs and sources	1.1 The ***information*** needs of individuals/teams are determined and the sources are identified. 1.2 Information held by the organisation is reviewed to determine suitability and accessibility. 1.3 Plans are prepared to obtain information which is not available or accessible within the organisation.
2. Collect and analyse information	2.1 ***Collection*** of information is timely and relevant to the needs of individuals/teams. 2.2 Information is in a formal suitable for ***analysis***, interpretation and dissemination. 2.3 Information is analysed to identify relevant trends and developments in terms of the needs for which is was acquired.
3. Use management information systems	3.1 ***Management information systems*** are used to store and retrieve data for decision making. 3.2 Technology available in the work area/organisation is used to manage information. 3.3 Recommendations for improving the information system are submitted to designated persons/groups.
4. Record and support information	4.1 The results of information gathering, analysis and synthesis are reported within specified time frames and to the standard defined by the organisation. 4.2 The results of information gathering, analysis and synthesis are reported so they can be inputs to policy development and organisation decision making. 4.3 Information which is gathered is disseminated to appropriate personnel within the specified timeframe.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- analyse record information

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- collect and collate information
- communicate effectively
- disseminate information
- present information
- use management information systems to store and retrieve data

Required Knowledge

- analysis and display techniques
- information collection, collation
- information evaluation issues
- information storage requirements and methods
- reporting procedures of the organisation

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Establish an effective information system which facilitates achievement of organisational objectives. **Consistency in performance** Evidence will need to be collected over time in a range of actual and/or simulated management contexts.
Context of and specific resources for assessment	**Context of assessment** Evidence will need to be collected over time in a range of actual and/or simulated information management contexts. **Specific resources for assessment** Evidence of competent performance should be obtained by observing an individual in an information management role within the workplace or operational or simulated environment.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Presentation of information may include:	• routine and complex reports and submissions • briefing notes • ministerials

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- proposals
- project plans
- articles and promotional material

Management information systems may include:

- computers
- communication channels
- records management
- procedures
- manuals
- protocol
- legislation
- guidelines and awards
- organisational
- legal and policy materials
- client information
- market trends
- registries and file records
- library
- financial records
- basic statistical information
- personnel resources

Analysis may include:

- application of statistical methods
- mathematical calculations
- critical analysis
- problem solving

Collection techniques may include:

- research
- surveys
- literature search
- interviews
- data bases
- observation

Collection methods may include:

- indexing
- linking
- sorting
- comparing
- categorising
- integrating

Evaluation of information issues may include:

- credibility
- reliability
- validity
- accuracy
- pertinence

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- relevance

Unit Sector(s)

Not applicable.

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PUACOM004B Manage organisational communication strategies

Modification History

PUACOM004B Release 2: Layout adjusted. Application added.

PUACOM004B Release 1: Primary release.

Unit Descriptor

This unit covers competency in developing, implementing, reviewing and evaluating communication strategies and promoting effective communication techniques in the workplace.

Application of the Unit

This unit applies to workers who have an organisation wide role in the development and management of communication strategies. It has no explicit people management requirements however it does require high level skills around interpersonal relationships and communication.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop communication strategies	1.1 Strategies for effective internal and external dissemination of information are developed to meet the organisation's requirements. 1.2 ***Special communication needs*** are considered in developing ***strategies to avoid discrimination*** in the workplace. 1.3 ***Communication strategies*** are analysed, evaluated and revised where necessary to make sure they are effective.
2. Establish and maintain communication pathways	2.1 Pathways of communication are established to meet requirements of organisation and workforce. 2.2 Pathways are maintained and reviewed to ensure personnel are informed of relevant information.
3. Promote the use of communication strategies	3.1 Information is provided to all areas of the organisation to facilitate implementation of the strategy. 3.2 Effective communication techniques are articulated and modelled to the workforce. 3.3 Personnel are given guidance about adapting communication strategies to suit a range of contexts.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- building relationships
- coaching
- conflict resolution
- listening
- negotiation
- networking
- verbal communication

Required Knowledge

- conflict resolution strategies and techniques

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- language and literacy levels of personnel
- negotiation strategies and techniques
- possible communication difficulties
- range of communication strategies
- special communication needs of personnel
- techniques for improving communication and listening skills

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated in:

- Strategies developed suit organisation's core business and different audiences

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

On the job or in a simulated work environment.

Specific resources for assessment

No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Special communication needs may include:	• persons from culturally and linguistically diverse backgrounds • people with a disability
Strategies to avoid discrimination may include:	• emphasis on verbal rather than written communication • simple proformas • plain English documents • provision of individual assistance with reading/writing
Communication strategies	• internal and external information requirements

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may include:
- range of content areas
- dissemination of organisational information
- evaluation and effectiveness

Unit Sector(s)

Not applicable.

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PUACOM005B Foster a positive organisational image in the community

Modification History

Release	TP Version	Comments
3	PUA12 V2.1	Editorial changes.
2	PUA12 V2	Layout adjusted. Application added.
1	PUA00 V8.1	Primary release.

Unit Descriptor

This unit covers the competency to enable effective two-way communication with the community, and to promote a positive public image.

Application of the Unit

This unit applies to workers who are required to take an active community engagement and education role. It is applicable across an organisation from both a local community and local public safety group level to organisation wide. While all workers should actively foster a positive organisational image, this unit focuses on workers with roles that include planned, active engagement.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUATEA004D Work effectively in a public safety organisation (Fire sector specific)

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Promote the organisation in the community	1.1 ***Community*** requests for ***information*** or participation are responded to in accordance with the organisation's policies and procedures. 1.2 ***Opportunities to*** explain and ***promote*** the organisation's activities are acted on to promote community recognition and support. 1.3 Non-routine requests for information are referred to an ***appropriate person.***
2. Represent the organisation in the community	2.1 The organisation's position on particular issues is represented in a way which acknowledges community concerns and promotes community awareness. 2.2 Communication and presentation to the public enhances the organisation's public image.
3. Advise and involve the community in public safety activities	3.1 The community is advised of a range of ***prevention and mitigation techniques.*** 3.2 Community members are informed and skilled to implement prevention and mitigation activities. 3.3 Community is assisted to initiate, develop and conduct prevention and mitigation techniques addressing their own particular needs.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicating with wide variety of people

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- evaluating activities
- interpreting comments
- listening to questions

Required Knowledge

- a range of presentation strategies and techniques
- legislative responsibilities relevant to provision of information
- organisation policy relevant to provision of advice
- organisation's position on current issues
- relevant recording procedures

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence be demonstrate in ability to provide advice on prevention and mitigation techniques in a way that acknowledges community concerns. **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** On the job or in a simulated work environment. In a Fire Sector specific context, this unit should be assessed with PUAFIR301B Undertake community safety activities. **Specific resources for assessment** Access to promotional/informational material.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Information may include:

- how to participate
- publicity material
- contact information

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- prevention and mitigation strategies

Community may include:

- local community
- business community including a range of ages and persons from culturally and linguistically diverse backgrounds
- people with a disability

Opportunities to promote may include:

- answering general enquiries
- presentations at community group gatherings
- special interest forums
- other organisation forums
- community events and festivals
- participating in conferences
- representing organisation on associations and committees
- school visits

Special promotions may include:

- career promotions
- local shows
- marches and ceremonies
- organisation specific weeks and regular state/national events e.g. fire awareness week
- bluey day
- shopping mall promotions

Appropriate person may include:

- more senior personnel
- personnel with specific expertise
- community liaison officer
- other organisation
- bilingual

Response may include:

- referral
- provide action
- details of where to access further information

Prevention and mitigation techniques may include:

- dances
- school/community group visitations/presentations
- station open days
- Police Citizens Clubs
- specific co-operative arrangements with community groups
- business owners
- shopping centres/malls
- etc, and should focus on local community safety issues and the fostering of closer linkages/partnership with policy

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Unit Sector(s)

Not applicable.

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PUACOM006B Plan and conduct a public awareness program

Modification History

Release	TP Version	Comments
3	PUA12 V2.1	Editorial changes.
2	PUA12 V2	Layout adjusted. Application added.
1	PUA00 V8.1	Primary release.

Unit Descriptor

This unit covers competency for developing awareness in the local community about public safety together with an understanding of organisation's services, facilities and activities.

Application of the Unit

This unit applies to workers who are required to take an active community engagement and education role. It is applicable across an organisation from both a local community and local public safety group level to organisation wide.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUACOM005B Foster a positive organisational image in the community (Fire sector specific)

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is

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detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan public awareness/ information presentation	1.1 Details of the ***audience***'s, requirements and expectations are confirmed and clarified to ensure presentation meets client requirements
	1.2 Objectives of presentation and respective roles of those involved are determined in consultation with ***relevant personnel.***
	1.3 Presentation is structured taking into account ***characteristics of the audience***, including ethic composition, anticipated questions and the subject matter to be presented.
	1.4 Relevant ***information*** is accessed and familiarity with subject matter is confirmed to ensure all information ***imparted*** is current and accurate.
	1.5 Required ***equipment*** aids and resources appropriate to the audience are identified and organised.
2. Conduct public awareness/ information presentation	2.1 Information is accurate, culturally appropriate and is presented in a clear manner, in logical sequence.
	2.2 Aids and equipment are used effectively and correctly to help the audience gain knowledge and retain the information.
	2.3 Presentations are conducted using recognised principles of group learning appropriate to the audience characteristics.
	2.4 Feedback from audience and observers is used to assist in assessing own performance and program content.
	2.5 Current publications suitable to audience, and sources of additional information are provided to enable follow-up.
	2.6 Questions asked are answered and ***supplemented with relevant information***.
	2.7 Queries outside the area of responsibility or expertise are referred to the relevant area.
3. Conduct visits to facilities/specific	3.1 ***Facilities***, ***locations*** and/or equipment are prepared prior to demonstration/tour to meet organisation

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ELEMENT	PERFORMANCE CRITERIA
locations of interest	standards and occupational health and safety guidelines, and to promote a positive public image. 3.2 Information given is accurate and provides comprehensive coverage of the facility/location/equipment being discussed or demonstrated.
4. Store resources and complete records	4.1 Equipment and resources are stored according to organisation procedures. 4.2 ***Records*** of presentations/demonstrations are completed in line with organisation requirements.
5. Evaluate/review presentations and demonstrations	5.1 Improvements to own delivery of presentations are implemented within ***operational constraints.*** 5.2 Recommendations for improvement to presentations/demonstrations and associated resources are made to relevant personnel.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- analysing feedback
- analysing information requirements
- communicating information verbally and non-verbally
- completing forms
- planning presentations
- presentation techniques
- reviewing own performance

Required Knowledge

- available presentation aids and resources
- knowledge of hazards related to the organisation's responsibility
- occupational health and safety guidelines relevant to safety of public around equipment and in facilities
- organisation procedures for packing up and storing equipment
- organisation requirements for completing records of presentations/demonstrations
- organisation standards relevant to presentation of equipment and facilities
- organisation standards relevant to safety of public in station/base premises
- overhead projector
- policy and procedures relating to provision of information about the organisation's

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activities
- range of communication strategies
- slide presentation equipment
- technical information relevant to presentation/tour
- use of a variety of learning/training/presentation equipment including whiteboard

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrate in:

- The preparation and presentation of information which is accurate and in accordance with the organisation's policies and procedures, guidelines and legal requirements

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

Review plan against organisational guidelines and assess performance on the job.

Specific resources for assessment

Access to presentation venue.

presentation equipment and aids will be required.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Audience may include:
- adults
- children
- senior citizens
- other agencies
- pre-school children
- community groups
- persons from culturally and linguistically diverse

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	backgrounds • people with disabilities
Relevant personnel may include:	• co-presenter • team leader/supervisor • training officer • human resources manager • technical expert/experienced person
Characteristics of audience may include:	• age • size of group • anticipated level of existing knowledge on the subject • the reason for attendance and level of English proficiency
Information may include:	• how to reduce public safety risk • organisation's services • facilities and activities • legal obligations of public and organisations involved
Information ***imparted*** may include:	• in a range of formal and informal situations including organisation displays and information stands • demonstrations • exercises • group displays • ceremonial displays • at local events and festivals •
Venues may include:	• shopping malls • station/base • any public place where organisation is being represented • front counter of station/base • community venues • schools • other organisation's facilities • specific locations of interest, • places of worship
Equipment may include:	• overhead projectors • electronic whiteboard • electronic presentation equipment • organisation technical equipment • practical demonstration equipment

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	• writing material
Relevant supplementary information may include:	• information to assist the public • information of public interest
Facilities, location may include:	• shopping malls • station/base • any public place where organisation is being represented • front counter of station/base • community venues • schools • other organisation's facilities • specific locations of interest • places of worship
Records may include:	• brief written reports • proformas • forms • verbal report • attendance register • assessment
Operational constraints may include:	• time • financial resources • human resources • availability of materials • equipment and printed matter

Unit Sector(s)

Not applicable.

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PUACOM007B Liaise with other organisations

Modification History

Release	TP Version	Comments
3	PUA12 V2.1	Editorial changes.
2	PUA12 V2	Layout adjusted. Application added.
1	PUA00 V8.1	Primary release.

Unit Descriptor

This unit covers the competency to develop networks and relationships and liaise effectively with other organisations.

Application of the Unit

This unit applies to workers who have a role that includes formally liaising with other organisations in order to increase response effectiveness and community safety. While all workers should engage in networking opportunities with like-minded organisations in order to increase the effective of response in incidents, this unit is focussed at a more strategic liaisons, from local public safety group level to organisation wide.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUACOM005B Foster a positive organisational image in the community (Fire sector specific)

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance Criteria describe the required performance

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essential outcomes of a Unit of Competency.	needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish networks and relationships	1.1 Formal and informal networks are established to support ongoing and future liaisons and collaboration. 1.2 Relationships are developed and used in a way which provides identifiable benefits to the organisation from shared expertise, information and/or resources. 1.3 Participation in regular meetings and forums supports mutual cooperation. 1.4 Consultation with ***affected and interested parties*** is undertaken to support the ***organisational goals and objectives***.
2. Communicate and interact with other organisations	2.1 Information is provided to other ***organisations*** in a clear, concise and comprehensive manner. 2.2 Communication with other organisations is conducted in accordance with organisational policy and procedures. 2.3 Information from other organisations is gathered to inform the improvement of services and to avoid duplication of effort.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- chairing meetings
- networking and developing relationships
- public speaking
- using networks effectively

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Required Knowledge

- awareness of role and responsibilities of other organisations
- chairing meetings
- knowledge of current practices and procedures for communicating in the workplace
- meeting protocols and procedures
- organisation's confidentiality requirements
- organisational policy and procedures relating to liaison with other organisations
- role

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated as follows:

- Networks and relationships developed and used effectively
- All information provided is accurate and clear

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

On the job or in a simulated work environment.

Specific resources for assessment

No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Affected and interested parties may include:

- local community
- business community
- commonwealth
- state and territory and local governments

Organisational goals and objectives may vary between

- organisational performance standards
- organisational personnel practices and guidelines

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sectors and organisations and may include:	• organisational quality standards • customer focussed service delivery • community awareness of public safety issues • effective response to incidents/operations/emergencies • community participation in public safety activities • inter-organisation cooperation and collaboration • organisational goals and objectives may vary between sectors and organisations
Organisations may include:	• public safety organisations • government organisations • emergency response organisations • local • state/territory and commonwealth • government • suppliers • non-government organisations e.g. Red Cross • Salvation Army • volunteers • rescue etc

Unit Sector(s)

Not applicable.

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PUACOM010B Promote the organisation's mission and services

Modification History

Release	TP Version	Comments
3	PUA12 V2.1	Editorial changes.
2	PUA12 V2	Layout adjusted. Application added.
1	PUA00 V8.1	Primary release.

Unit Descriptor

This unit covers the competency of building networks which facilitate the promotion and representation of the organisation.

Application of the Unit

This unit applies to public safety managers with a broad and strategic role in promoting the organisation’s mission and services.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUACOM007B Liaise with other organisations (Fire sector specific)

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of

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performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Build networks and develop working relationships	1.1 Formal and informal networks are established at the local, regional and national levels to support ongoing and future liaison and collaboration. 1.2 The roles and responsibilities of ***stakeholders*** are recognised and taken account of in interactions. 1.3 Working relationships are developed with stakeholders and used in a way which provides identifiable benefits to the organisation and the community from shared expertise and resources. 1.4 Dealings with stakeholders are conducted in line with ethical and professional standards to develop a relationship of trust and mutual understanding. 1.5 Feedback is obtained from other organisations and governments to inform and improve service delivery.
2. Represent the organisation	2.1 The organisation's message is imparted accurately and in a clear, concise and confident manner to gain stakeholder's understanding and commitment. 2.2 The organisation's representation is sought and promoted on external bodies. 2.3 Opportunities to promote the organisation through media, government and the community are utilised in a positive and constructive manner, in line with organisational requirements. 2.4 Advice to stakeholders is provided consistent with organisation policy, needs, quality standards and legislative responsibilities. 2.5 Advice is provided in the context of strategic planning for the organisation. 2.6 Advice is provided confidentially on matters sensitive to governments and the organisation, in line with privacy and confidentiality legislation and guidelines.

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- building networks and relationships
- gaining cooperation of others
- speaking publicly

Required Knowledge

- confidentiality requirements
- goals and objectives of the organisation
- legislation
- organisation policies
- regulation
- responsibilities of three levels of government relevant to the organisation
- roles and responsibilities of other agencies and relevant organisations
- statutes impacting on the organisation

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence be demonstrated in establishment and maintenance of networks which will promote the organisation and achieve the organisation's outcomes. **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** On the job or in a simulated work environment. **Specific resources for assessment** No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised***

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wording in the Performance Criteria is detailed below.

Stakeholders may include:

- local
- state/territory and federal governments
- industry
- national and international associations
- other emergency management and non-government organisations e.g. Red Cross/Salvation Army/Cave Rescue
- volunteers
- community groups
- technical advisers
- consultants
- work groups and individuals internal to the organisation
- customers
- utilities

Unit Sector(s)

Not applicable.

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PUACOM011B Develop community awareness networks

Modification History

Release	TP Version	Comments
3	PUA12 V2.1	Editorial changes.
2	PUA12 V2	Layout adjusted. Application added.
1	PUA00 V8.1	Primary release.

Unit Descriptor

This unit covers the competency to develop appropriate networks within the community to enable the development and implementation of effective public safety awareness activities.

Application of the Unit

This unit applies to workers with a role that includes creating networks within geographically specific communities in order to advance public safety knowledge within that community. This may be relevant to managers of local public safety groups, however may be more relevant to managers responsible for supporting multiple public safety groups within a larger geographical area.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAFIR301B Undertake community safety activities (Fire sector specific)

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop networks within the community	1.1 Individual and group ***stakeholders*** within the community, and their issues and concerns, are identified. 1.2 Rapport is established and maintained with appropriate community representatives and groups.
2. Manage public safety awareness activities	2.1 Need for activities is determined. 2.2 Cooperation and support is enlisted from industry, government and the ***community*** in planning and initiating special promotions which target the identified needs. 2.3 Representation for the organisation in public forums and community events is arranged to promote awareness and a positive public image of the organisation.
3. Facilitate community group discussions and formal meetings	3.1 Relevant ***information*** is provided to the group to facilitate its outcomes. 3.2 Contributions are sought, acknowledged and encouraged to foster group participation. 3.3 ***Strategies*** appropriate to the group are implemented to promote ongoing participation of all group members. 3.4 Objectives and agendas for meetings are negotiated to assist the community. 3.5 Meeting procedures are appropriate to the level of formality and the community context.
4. Report on public safety awareness activities	4.1 Community perceptions of organisational personnel and quality of service delivery are consistently monitored by listening to feedback, both direct and via the media. 4.2 ***Public safety awareness*** activities are evaluated.

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ELEMENT	PERFORMANCE CRITERIA
	4.3 Reports detailing activities, results and recommendations are completed and processed in line with organisation guidelines.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- analyse and evaluate the effectiveness of public safety awareness activities
- analysing community safety needs
- communicating in a group setting
- communicating with wide variety of people
- establishing networks
- evaluating activities
- facilitating group discussion and participation
- interpreting comments
- listening to questions
- media liaison
- relevant recording procedures
- reporting procedures and standards
- writing reports

Required Knowledge

- a range of presentation strategies and techniques
- activities and level of community activity of various organisations in the community
- fairs and events
- how to identify leaders/stakeholders representatives'
- legislative considerations and organisation standards relevant to communication and provision of information
- organisation policy relevant to provision of advice
- possible implications of community festivals
- possible protocols and procedures
- promotional techniques and methods
- role
- small group dynamics

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Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated in the identification and establishment of networks relevant to the development and implementation of public safety awareness activities.

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

On the job or in a simulated work environment.

Specific resources for assessment

No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Stakeholders may include:
- local community
- service clubs
- neighbourhood watch
- ethnic groups
- festival and show committees
- sporting groups
- tourist industry
- local businesses
- chambers of commerce
- local facility management

Community includes:
- local community
- business community and will include a range of ages and a diversity of cultural, linguistic and ethnic backgrounds

Information may include:
- how to manage public safety risks

Opportunities to promote may include:
- presentations at community group gatherings
- special interest forums
- other organisation forums
- community events and festivals

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- speaking at seminars
- participating in conferences
- representing organisation on associations and committees

Public safety awareness may include:

- career promotions
- local shows
- marches and ceremonies
- organisation - specific weeks and regular state/national events e.g. fire safety week
- bluey day
- shopping mall promotions
- processes derived from models such as community fire guard
- Neighbourhood Watch and Landcare

Appropriate person may include:

- more senior personnel
- personnel with specific expertise
- community liaison officer
- other organisation and bilingual personnel

Public safety awareness activities should be evaluated in terms of:

- their costs and benefits

Identification of needs may include:

- surveys
- questionnaires
- research
- policy directive from management

Appropriate media and equipment may include:

- whiteboard
- overhead projectors
- slides
- multi-media
- electronic whiteboard
- computerised slide presentation
- organisation technical equipment
- models
- dummies
- microphones

Appropriate presentation techniques style and language may include:

- recognised group presentation techniques including audience participation
- questioning
- activities
- change of pace
- use of range of equipment
- level of formality appropriate to group/own position

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	• language appropriate to age • language level of group
Strategies may include:	• encouragement • reinforcement • icebreakers • active physical involvement
Records may include:	• minutes of meetings • diarised entries • formal reports • proformas
Response may include:	• refer • provide advice • details of where to access further information

Unit Sector(s)

Not applicable.

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PUACOM012B Liaise with media at a local level

Modification History

Release	TP Version	Comments
3	PUA12 V2.1	Editorial changes.
2	PUA12 V2	Layout adjusted. Application added.
1	PUA00 V8.1	Primary release.

Unit Descriptor

This unit covers the liaison with media at a low level incident and providing information about local events.

Application of the Unit

This unit applies to workers of local public safety groups who are delegated the responsibility to liaise with media in both emergency and non-emergency situations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of

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performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine media requirements	1.1 ***Organisational protocols*** are followed when ***liaising with the media.***
	1.2 The media's potential interest is assessed and arrangements are made to meet needs where appropriate.
	1.3 ***Operational responsibilities*** are balanced against the provision of information to the ***media.***
2. Provide information to the media	2.1 A positive image of the ***organisation*** is maintained when liaising with the media.
	2.2 Every opportunity is used to promote the organisation, its services and personnel.
	2.3 ***Relevant and succinct information*** is supplied to media when operational responsibilities are under control and when organisational representative is available to talk to the media.
3. Publicise an event	3.1 Relationship is established with media contacts.
	3.2 ***Event*** details and support materials are gathered and presented in a logical, relevant and concise manner to the media.
	3.3 Information provided to media is recorded and maintained.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- attention to detail
- communicating facts in a fluent, clear and interesting manner
- empathy with victims and operational personnel
- liaison with media and other organisation personnel
- media presentation
- prioritisation between operational responsibilities and provision of information to

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media
- public speaking
- retaining professionalism under duress

Required Knowledge

- organisational protocols relating to media liaison, for example legal and organisation requirements relating to:
  - confidentiality
  - libel
  - accuracy
  - discrimination
- role of media in disseminating information
- requirements of media to present information in a newsworthy/informative manner
- requirements of different media:
  - newspapers
  - magazines
  - radio
  - television (local, regional, national media)
- communication skills
- establishing media relationship

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence be demonstrated in providing information to media whilst managing operational responsibilities. **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** On the job or in a simulated work environment. **Specific resources for assessment** No special requirements.

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Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Organisation may include	• Fire • Police • State Emergency Service • Emergency Management
Organisational protocols may include	• organisational policies and procedures • personal presentation being as neat as possible considering the operational circumstances • ensuring media liaison person is fully briefed and prepared • acknowledge support of other organisations • seeking advice from headquarters where appropriate • limiting comments on role of own service • relevant Federal and State legislation and regulations
Liaising with the media may include	• print (local, community, daily newspapers, magazines) • television (live or pre-recorded) • radio (live or pre-recorded)
Operational responsibilities may include	• preservation of life and property, which is the principal concern to all public safety personnel • presenting information relevant to the public
Event may include	• long service to organisation • medal presentation • awarding of certificates • donations/sponsorships/fundraising • recruiting • new equipment • VIP visit • open day • training • unusual rescues • self help information
Media's potential interest may include:	• enormous media event • standard report • human interest • in the public's interest
Media's requirements may include:	• deadlines • capabilities

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- visual and verbal requirements
- types of medium
- variation
- journalists
- amenities
- briefing area
- access to media liaison person
- bilingual personnel and bilingual information

Media may include:

- representatives from mainstream, community and ethnic television
- print and broadcast media

Organisational positive image may include:

- promote the relevance and efficiency of the service
- report the facts
- heroism of personnel
- organisational personnel are co-operative and responsive
- organisational personnel well presented
- handling media in most positive manner in even the most adverse conditions/circumstances

Media opportunity may include:

- opportunity to promote the services
- provide educational information to the public
- airplay

Relevant and succinct information may include:

- information that according to protocol is available for public release
- report facts and avoid speculation
- do not supply classified information
- use language that can be readily understood by all to avoid misinterpretation

Unit Sector(s)

Not applicable.

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PUAEMR009B Facilitate emergency risk assessment

Modification History

PUAEMR009B Release 2: Layout adjusted. Minor edits to unit wording.

PUAEMR009B Release 1: Primary release.

Unit Descriptor

This unit describes the outcomes required to facilitate development of an agreed list of prioritised risks using an emergency risk management process developed in close cooperation with the community and consistent with the Australian Standard AS/NZS ISO 31000:2009.

No licencing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

This unit applies to workers who undertake emergency risk assessment with a community or part of a community. Such assessments are conducted at local, regional or state level by local governments, emergency management committees, public safety agencies, major event managers or other organisations that need to understand emergency risk to a community.

This unit is relevant to individuals whose role is to act as the project manager or facilitator for working groups used to conduct an emergency risk assessment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit	Performance Criteria describe the required performance needed to demonstrate achievement of the element.

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of Competency.

Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

1 Identify, define and engage the community	1.1 A community profile is developed to identify broad characteristics and special needs. 1.2 Known risks, ***stakeholder*** analysis, community and agency ***sources of information*** are used to identify communication and consultation networks that may be useful. 1.3 A working group is established with an appropriate balance of expertise, representation and authority. 1.4 Group's knowledge of emergency risk management principles, terminology and processes is developed. 1.5 Means of implementing the emergency risk management process are negotiated with stakeholders. 1.6 ***Communication options*** are selected to develop a communication plan. 1.7 Need for specialised information, additional skills and expertise is identified.
2 Establish context and risk criteria	2.1 Community concerns, ***drivers/triggers***; applicable ***legislative, regulatory and organisational requirements; policies, procedures*** and desired outcomes are identified. 2.2 Objectives and scope are identified using emergency risk management ***standards and guidelines.*** 2.3 ***Information on community characteristics***, safety expectations, risk perceptions and the roles and requirements of stakeholders is collected. 2.4 ***Practical constraints***, existing treatment strategies and community expectations are considered when developing relevant ***risk criteria.*** 2.5 Draft criteria and supporting explanations are circulated widely for comment.
3 Identify and analyse risks	3.1 ***Sources of risk*** are identified by considering the interaction of hazards, communities and ***the environment***.

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	3.2 Elements at risk are identified. 3.3 Vulnerability of communities and/or the environment is determined by considering their susceptibility and resilience to sources of risk. 3.4 Risk statements describing consequences are generated. 3.5 Risks are analysed by considering the likelihood of particular consequences occurring. 3.6 Risks are rated in accordance with agreed risk criteria. 3.7 Stakeholders are consulted throughout the process.
4 Evaluate risks	4.1 Risks requiring additional analysis or treatment are determined. 4.2 Tolerability and acceptability of risks are agreed with stakeholders. 4.3 Risk treatments are prioritised using agreed risk criteria.
5 Promote ongoing commitment and ownership for the process and outcomes	5.1 Consultation is undertaken at all stages of the process using a wide range of networks and individuals. 5.2 A variety of communication strategies is used. 5.3 All stages of the process, decisions taken and outcomes are documented accurately in accordance with accountability and audit requirements. 5.4 Information is provided to the community in ways that suit their language, literacy and cultural needs.
6 Monitor and review the process and outcomes	6.1 Emergency risk assessment is completed efficiently. 6.2 All relevant data and contact information for key individuals and organisations is regularly reviewed for currency and updated. 6.3 Risk register is reviewed in accordance with the review schedule or in response to drivers/triggers. 6.4 Opportunities for improving emergency management processes are reported.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- define and solve problems

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- demonstrate effective interpersonal interactions
- gain cooperation of stakeholders
- listen actively
- locate and interpret community information
- manage projects
- maximise the participation of committee members
- monitor and enhance team work
- negotiate agreed outcomes despite incomplete and/or uncertain information
- recognise the relevance and significance of information for the emergency risk management process
- resolve conflicts between participants constructively
- summarise and explain key information clearly
- value diversity of views and perceptions of risks

Required Knowledge

- emergency risk management concepts and principles included in the current National Emergency Risk Assessment Guidelines
- risk management process included in the current Australian Standard (AS/NZS ISO 31000:2009*Risk management—Principles and guidelines,* and companion handbook HB 327:2010 *Communicating and consulting about risk*
- risk identification tools, such as bow-tie diagram
- format of risk statements and risk register
- structure of risk criteria and the application of scenario dynamics (how a hazard creates consequences)
- concepts of ‘credible consequence level’, likelihood rating, confidence rating, ‘as low as reasonably practicable’ principle
- application of spatial analysis techniques
- jurisdiction or organisational emergency risk management principles and guidelines
- problem solving and decision making techniques
- research, demographic and economic analysis techniques

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- explain emergency risk management concepts, the process and how to promote its benefits to a wide range of audiences
- apply the emergency risk assessment process (National Emergency Risk Assessment Guidelines)
- facilitate the development of an appropriate and sustainable emergency risk assessment in cooperation with the community and stakeholders

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- work with committee members to translate a wide range of risk perceptions, issues of concern and risk evaluation criteria into an agreed set of prioritised risks
- promote community cooperation, input and ownership for the emergency risk management process used and the outcomes
- produce an agreed risk register for a community
- obtain feedback, monitor and review the process and outcomes
- maintain momentum and achieve the project outcomes within available resources
- establish a project and see it through to produce a risk register that has broad community and stakeholder support

Consistency in performance

Competency should be demonstrated in at least two different contexts throughout the life of a community emergency risk management project, or during components of a number of projects.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed facilitating a group emergency risk management process in the workplace or in a simulated workplace environment

Specific resources for assessment

For the demonstration of competence in this unit it will be necessary to participate in a real-world project

Underpinning knowledge may be assessed through written assignments, project reports, debriefings and action learning projects in real or simulated environments

Guidance information for assessment

This unit contains many transferable skills, such as communication, consultation, research and analysis skills that can be applied in the emergency risk management context.

Assessors should use formative assessment strategies in a simulated environment to contextualise underpinning knowledge. Summative assessment requires application of the unit in a real-world project, often in an action-learning project.

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Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Stakeholders may include:
- staff
- client groups
- decision makers
- members of the public
- community groups
- industry groups
- public and private sector organisations
- non-government organisations
- elected officials

Sources of information may include:
- community information booklets
- credible individuals, group and community leaders
- documented risk assessments by companies, organisations
- family and historical records
- libraries, research reports, Australian Bureau of Statistics data
- special needs groups, significant cultural organisations
- media, council and emergency service personnel and records

Communication options may include:
- community meetings
- pamphlets/flyers/brochures
- print newsletters
- noticeboards
- word of mouth
- posters/billboards
- face-to-face
- email newsletters
- websites
- local newspapers
- text messaging
- social media
- radio and television
- video communication

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	• blogs
Drivers/triggers may include:	• changes in community characteristics • changes in legislation, policies and disaster/emergency management plans • changes in insurance policies and premiums • new sources of risk or changed perception of risk • planning deficiencies • recent emergency incident reports/debriefs, safety issues • recent judicial decisions • strategic and corporate plans
Legislative, regulatory and organisational requirements may include:	• arrangements specified in emergency management, land-use, environmental or other legislation • organisational or jurisdictional emergency risk management policies or procedures • existing disaster plans, agreements or memoranda of understanding • local planning regulations, development controls and environmental plans
Standards and guidelines include:	• AS/NZS ISO 31000:2009, *Risk management—Principles and Guidelines* • HB 327:2010, *Communicating and consulting about risk* • ISO Guide 73:2009, *Risk management—Vocabulary* • National Emergency, Management Committee (2010), *National Emergency Risk Assessment Guidelines* or updates thereof. • jurisdictional or organisational emergency risk management policies and procedures
Information on community characteristics may include:	• characteristics of natural, local and built environments • demographics (population distribution, social, cultural, health status and education data) • details of key infrastructure and emergency/support services • economic activity reports (employment, products, services, revenue) • government reports e.g. environmental impacts
Practical constraints may include:	• arrangements, roles and responsibilities set down in existing emergency management plans • availability of technical expertise, technology, equipment • budgets, time, availability and capability of people • land use planning

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	• legislation covering emergency management, environmental management, safety standards, local government regulations • limited community knowledge of emergency risk management processes and benefits • political, social and cultural considerations
Risk criteria may include:	• the nature and types of causes and consequences that can occur and how they will be measured • how likelihood will be defined • the timeframe(s) of the likelihood and/or consequence(s) • how the level of risk is to be determined • the views of stakeholders • the level at which risk becomes acceptable or tolerable • whether combinations of multiple risks should be taken into account and, if so, how and which combinations should be considered
Sources of risk may include:	• commercial and legal relationships • economic systems and relationships • human behaviour • natural events • built environment failures • disease (plant, animal or human) • political circumstances • technology/technical issues • management activities and controls
The environment may include:	• social environment (individuals, families and common interest groups that form whole communities), • build environment (human-made assets that underpin the functioning of a community), • economic environment, and/or • natural environment

Unit Sector(s)

Not applicable.

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PUAEMR012B Determine treatment options

Modification History

PUAEMR012B Release 2: Layout adjusted. Content reviewed.

PUAEMR012B Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to determine a range of treatment options to treat emergency risks.

Application of the Unit

This unit to people people who are part of a working group that develops treatment options during an emergency risk assessment with a community or part of a community. Such assessments are conducted at local, regional or state level by local governments, emergency management committees, public safety agencies, major event managers or other organisations that need to understand emergency risk to a community.

The emergency risk management process used will be developed in close cooperation with the community and consistent with the National Emergency Risk Assessment Guidelines and AS/NZS ISO 31000:2009 *Risk management—Principles and guidelines*.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAEMR008B Contribute to an emergency risk management process

OR

PUAEMR009B Facilitate emergency risk assessment

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

1 Establish the project and working group	1.1 Applicable ***policies and procedures***, reports, records and emergency risk assessments are located and analysed.
	1.2 A working group is established with an appropriate balance of expertise, representation and authority.
	1.3 Group's knowledge of emergency risk management principles, terminology and processes is confirmed.
	1.4 A sustainable emergency risk management process is negotiated that suits the ***community context*** and capability, ***stakeholder*** needs and ***practical constraints***.
	1.5 Project management and consultation plans are developed with stakeholders.
	1.6 Need for ***specialised information***, additional skills and expertise is identified.
2 Confirm risks to be considered	2.1 Existing risk assessment is reviewed for continuing relevance.
	2.2 ***Sources of risk*** are identified.
	2.3 Responsibility for single agency or multi-agency management of risks is identified.
	2.4 Risk treatment objectives are identified in consultation with stakeholders.
3 Identify treatment options	3.1 Effectiveness of existing risk treatments is established through research and stakeholder consultation.
	3.2 Community vulnerability is reconsidered as a basis for identifying treatment options.
	3.3 A range of potential risk treatment options is identified through research and stakeholder consultation.
4 Evaluate treatment	4.1 ***Evaluation methods*** are agreed with stakeholders.

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	options	4.2 Treatment options are assessed and the risks and implications for stakeholders are identified for each option. 4.3 Treatment options are documented so that they are understandable by a wide range of audiences. 4.4 Feedback on likely implications and impacts of treatment options is obtained from stakeholders. 4.5 Residual risks are assessed for tolerability or acceptance. 4.6 Cost-benefit analysis is completed for each risk treatment option.
5	**Recommend treatment options for each risk**	5.1 Recommended options, including implementation responsibilities, are agreed in consultation with stakeholders. 5.2 Recommended options and residual risk are documented according to organisational policies and procedures. 5.3 Recommendations are submitted for approval in accordance with applicable policies and procedures.
6	**Promote ongoing commitment and ownership for the process and outcomes**	6.1 Communication and consultation is undertaken, using a range of options throughout the process. 6.2 A range of communication strategies is used. 6.3 All stages of the process, decisions taken and outcomes are documented accurately in accordance with relevant policy and procedures. 6.4 Information is provided to the community in ways that suit their language, literacy and cultural needs.
7	**Monitor and review the process**	7.1 All relevant data and contact information for key individuals and organisations is regularly reviewed for currency and updated. 7.2 Treatment options are reviewed for continuing relevance. 7.3 Opportunities for improving emergency risk management processes are reported.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- research and analysis skills to determine potential treatment options

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- ability to negotiate and work effectively with stakeholder groups
- ability to lead workgroups
- ability to work effectively in small groups
- analytical techniques to determine residual risk
- analytical techniques to conduct benefit: cost analysis at an appropriate level
- facilitation and team leadership
- managing meetings
- negotiation and communication
- progress management and monitoring skills

Required Knowledge

- emergency risk management concepts and principles included in the current National Emergency Risk Assessment Guidelines and AS/NZS ISO 31000:2009 *Risk management—Principles and guidelines*
- legislative and regulatory requirements relevant to emergency risk management
- jurisdiction and organisational documentation and submission procedures
- analytical, problem solving and decision making techniques to facilitate evaluating residual risk and cost-benefit analysis
- concepts of ‘credible consequence level’, likelihood rating, confidence rating, ‘as low as reasonably practicable’ principle
- sources of demographic, geographic and economic information
- geospatial databases and presentation options
- range of options for treating emergency risk

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- establish a project and see it through to produce a set of recommended treatment options that has broad community and stakeholder support
- work with committee members to develop feasible and effective treatment options for a given set of risks
- promote community cooperation, input and ownership for the emergency risk management process used and the recommended treatment options
- obtain feedback, monitor and review the process and outcomes
- maintain momentum and achieve the project outcomes within available resources

Consistency in performance

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	Competency should be demonstrated in a range of contexts throughout the life of a community emergency risk management project, or during components of a number of projects.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed facilitating a group emergency risk management process where an agreed set of treatment options is produced for a given set of risks in the workplace or in a simulated workplace environment. **Specific resources for assessment** For the demonstration of competence in this unit it will be necessary to participate in a real-world project. Underpinning knowledge may be assessed through written assignments, project reports, debriefings and action learning projects in real or simulated environments.
Guidance information for assessment	This unit contains many transferable skills, such as communication, consultation, research and analysis skills that can be applied in the emergency risk management context. Assessors should use formative assessment strategies in a simulated environment to contextualise underpinning knowledge. Summative assessment requires application of the unit in a real-world project, often in an action-learning project. This unit may be assessed with other units that address other parts of the emergency risk management process.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Policies and procedures may include:	• arrangements specified in legislation • organisational or jurisdictional emergency risk management policies or procedures • existing disaster plans, agreements or memoranda of understanding
Community context may include:	• characteristics of social, built, natural and economic

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	environments • demographics (population distribution, social, cultural, health status and education data) • details of key infrastructure and emergency/support services • economic activity reports (employment, products, services, revenue) • government reports e.g. environmental impacts
Stakeholders may include:	• staff • client groups • decision makers • members of the public • community groups • industry groups • public and private sector organisations • non-government organisations • elected officials
Practical constraints may include:	• arrangements, roles and responsibilities set down in existing emergency management plans • availability of technical expertise, technology, equipment • budgets, time, availability and capability of people • land use planning policy, authority and regulation • legislation covering emergency management, environmental management, safety standards, local government regulations • limited community knowledge of emergency risk management processes and benefits • political, social and cultural considerations
Risk treatment options may include:	• avoidance of the risk • removing a risk source • changing the likelihood of • an initiating event or source of risk occurring • a hazard impacting on elements at risk • changing the consequences of an identified hazard impact • sharing the risk • retaining the risk based on an informed decision
Specialised information may include:	• community information booklets • documented risk assessments by companies, organisations • family and historical records • research reports, Australian Bureau of Statistics data

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Sources of risk may include:	• media, council, and emergency service records • spatial information data • commercial and legal relationships • economic systems and relationships • human behaviour • natural events • built environment failures • disease (plant, animal or human); • political circumstances; and • technology/technical issues, management activities and controls.
Evaluation methods may include:	• first-pass cost-benefit analysis • analysis of treatment effectiveness • potential to create new or secondary risks • stakeholder acceptability • legal, regulatory and compliance impact

Unit Sector(s)

Not applicable.

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PUAEMR013B Facilitate treatment strategy development and implementation

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor	This unit covers the competency required to facilitate the identification, evaluation and implementation of complex treatment strategies in cooperation with major stakeholders such as governments, agencies, organisations and service providers.

Application of the Unit

Application of the Unit	The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package. This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s	PUAEMR012B Determine treatment options

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Confirm project context**	1.1 Project ***drivers***/***triggers***, risks, risk management context, treatment options and priorities and ***practical constraints*** are clarified 1.2 Applicable ***legislative***/***regulatory and organisational requirements***, ***policies***, ***procedures*** and relevant emergency management arrangements are identified 1.3 Key ***stakeholders*** are identified along with their potential interests, sensitivities, roles and responsibilities 1.4 Project brief is developed and refined with key stakeholders
2. **Establish project process**	2.1 Working group is established with an appropriate balance of expertise, representation and authority for the project brief 2.2 Purpose, scope and desired outcomes outlined in the project brief are confirmed with group members 2.3 Project management plan is developed in consultation with the group 2.4 Processes for negotiating outcomes and making decisions are developed within existing

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ELEMENT	PERFORMANCE CRITERIA
	accountabilities
	2.5 ***Consultation strategies*** are developed for effective stakeholder input, commitment and ongoing ownership of outcomes
	2.6 Information management, reporting and accountability strategies are developed and agreed
3. **Assess and select treatment strategies**	3.1 Existing risk assessments, current treatment programs and other ***plans*** that may impact on the project are identified by group members and analysed for relevance
	3.2 Items from the risk register are selected for consideration
	3.3 A wide range of alternatives are considered when canvassing possible treatment strategies
	3.4 Input from relevant specialists and stakeholders is sought and analysed
	3.5 Each ***treatment strategy*** is assessed for the ability to reduce risk
	3.6 Preferred treatment strategy is selected and the reasons documented
	3.7 Broad tactics, roles, tasks, responsibilities, resource implications and timeframe for implementing the selected strategy are documented
	3.8 Support is developed by validating the strategy with agency/service providers and other stakeholders
4. **Plan implementation of agreed strategy**	4.1 Treatment strategy is broken down into a logical sequence of manageable and time-related activities
	4.2 Ability and responsibility of agencies and service providers to undertake specific activities is jointly assessed
	4.3 Accountability for components of the strategy is negotiated and confirmed with the appropriate agency/service provider
	4.4 Project risks are assessed and contingencies developed for all key components of the strategy
	4.5 Performance criteria are established for monitoring and reviewing the effectiveness of the treatment strategy

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ELEMENT	PERFORMANCE CRITERIA
	4.6 An overall implementation plan that identifies key activities, roles and responsibilities, resource requirements, management arrangements and timetable is developed and validated
	4.7 Agency implementation strategies are reviewed and refined as necessary
5. **Facilitate treatment strategy implementation**	5.1 Treatment tasks/activities are allocated in accordance with the implementation plan
	5.2 Effectiveness of treatment activities, adequacy of resources, project progress and expenditure is monitored against plans and recorded
	5.3 Effective communication between working group members is maintained
	5.4 Stakeholders are kept fully informed of progress, performance and any proposed variations in strategy or implementation
	5.5 Agreed variations to the treatment plan are introduced to accommodate changed circumstances or to achieve more effective outcomes
	5.6 Treatment tasks/activities are completed on time and within budget
6. **Establish and maintain productive working relationships**	6.1 Influence and support for the treatment strategy is built by cultivating relationships with key stakeholders
	6.2 Clear and accurate information is provided
	6.3 Differences of opinion and the views of others are respected
	6.4 Negotiations are kept focussed on key issues and moving forward towards resolution
	6.5 Conflict is resolved in a timely, constructive manner
	6.6 Agreements are adhered to and commitments met
7. **Review treatment strategy implementation**	7.1 Effectiveness of the treatment strategy is evaluated using agreed performance criteria
	7.2 Residual risk is identified and decisions made to accept this risk or re-examine treatment strategies
	7.3 Planning processes are reviewed to identify opportunities for improvement
	7.4 Project reporting requirements are completed
	7.5 Outcomes are disseminated to relevant stakeholders

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ELEMENT	PERFORMANCE CRITERIA

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- assess a range of alternatives, develop solutions and practical strategies that are 'outside the box'
- communicate clearly with a range of audiences
- compromise to achieve realistic/achievable outcomes
- enhance input/feedback through active listening and effective questioning
- harness cooperation, motivation and diversity of others
- interpret and critically analyse complex information
- liaise with key individuals, organisations, agencies
- manage projects
- negotiate and lobby persuasively
- prepare for, participate in and lead meetings to achieve effective outcomes
- resolve conflicts constructively
- think strategically

Required Knowledge

- Australian Standard AS/NZS 4360
- cost benefit analysis
- emergency management agencies, organisations, service providers and other key stakeholders
- emergency management best practice models for benchmarking during implementation and review
- emergency risk management guidelines (1999)
- evaluation methods
- government and budget processes, relevant public policy/programs
- ISO 9000 and 14000 series quality standards
- legislation, policy, budget development processes
- political context (parties, platforms, processes)
- problem solving and decision making techniques
- project budgeting
- project management techniques

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REQUIRED SKILLS AND KNOWLEDGE

- protocols for the release of information and communicating with the media and public principles of negotiation, mediation, conflict resolution, incident de-escalation
- relevant legislative and regulatory framework and emergency management arrangements
- risk analysis and management
- state/territory emergency risk management guidelines
- strategic planning approaches
- structured and inclusive meeting procedures

Evidence Guide

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • establish/maintain a network of key contacts • work collaboratively to secure stakeholder input, support and commitment • develop effective processes for cooperative planning and implementation of complex treatment strategies • develop and evaluate strategic options • develop feasible and effective plans, tactics and activities to achieve treatment objectives • coordinate and monitor multi-agency/service provider inputs to implementation of strategies • address the need to vary plans • address residual risk • maintain records of progress, decisions, stakeholder input and audit trail • manage project within resource allocation • establish a project and see it through to produce treatment outcomes that have broad community and stakeholder support **Consistency in performance** Competency should be demonstrated in a range of

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EVIDENCE GUIDE

	contexts throughout the life of a significant project, or during components of a number of projects
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed facilitating the development and implementation of a treatment strategy plan that involves the cooperation of multi-agencies, organisations and/or service providers in the workplace or in a simulated workplace environment **Specific resources for assessment** Access to complex emergency risk management treatment strategy or strategies
Guidance information for assessment	Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Drivers/triggers may include	Changes in community characteristics Changes in legislation, policies and disaster/emergency management plans Changes in insurance policies and premiums New sources of risk or changed perception of risk Planning deficiencies Recent emergency incident reports/debriefs, safety issues Recent judicial decisions Strategic and corporate plans
Practical constraints may include	Arrangements, roles and responsibilities set down in existing emergency management plans Availability of technical expertise, technology,

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RANGE STATEMENT

	equipment
	Budgets, time, availability and capability of people
	Land use planning
	Legislation covering emergency management, environmental management, safety standards, local government regulations
	Limited community knowledge of emergency risk management processes and benefits
	Political, social and cultural considerations
Legislative, **regulatory and organisational requirements may include**	Acts dealing with disasters, emergencies, occupational health and safety and the environment
	Land use planning
	Local government regulations
	Privacy
	Regulations for handling and transport of dangerous goods
	Safety standards
Policies and procedures may include	Agreements between agencies and/or organisations
	Emergency management arrangements specified in legislation or policies
	Existing disaster or emergency management plans
	Standard operating procedures, operational manuals
Stakeholders may include	Emergency services (eg. fire, police, SES, ambulance, recovery agencies)
	Event organisers (eg. concerts, car rallies, sport)
	Hospital/medical personnel and care givers
	Interest, community, professional and industry groups
	Local business people
	Local government (eg. elected representatives, shire engineers, community development officers)
	Managers of critical infrastructure (eg. telecommunications, mining, petrochemical and gas)
	Managers of high occupancy facilities (eg. shopping centres, high rise apartment/office blocks)

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RANGE STATEMENT

	Members of parliament and/or their advisers Providers of utilities (power, water, radio/TV) School staff State/territory/commonwealth agencies (eg. public works, human services, health, transport, natural resources, primary industry, environmental protection, emergency management) Tourist operators Venue operators
Consultation strategies may include	Advertising in local media Broadcast facsimile and email messages, web sites Contacting individual organisations, professional bodies, unions and recreational/sport associations Distributing pamphlets Focus groups, workshops, surveys Initiating media interviews Letters and articles written for specific audiences Meetings with groups, key individuals and leaders of minority/ethnic/cultural groups Presentations to a variety of community groups; speaking at community functions Preparing media releases
Possible treatment strategies may include	All aspects of emergency management practices arising from considering prevention/mitigation, preparedness, response and recovery including: • building codes • community education • community restoration, reconstruction • critical incident stress management, personal support and counselling • emergency management planning • financial support • land use management • legislation and regulation • mutual aid agreements • safety standards

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RANGE STATEMENT

	• training and exercises • warning systems
	Avoidance, transfer and acceptance of risk
Assessment criteria for selecting treatment strategies may include	Administrative efficiency
	Compatibility with other treatment options
	Continuity of effects
	Cost
	Creation of new risks
	Economic and environmental impacts
	Equity
	Impact on individual's rights
	Jurisdictional authority
	Leverage
	Political acceptability
	Potential to reduce risk
	Public and pressure group reaction
	Timing
Plans may include	Aims and objectives of treatment strategies
	Constraints, contingencies and alternatives
	Monitoring and review procedures
	Multi agency framework for planning, communication, consultation, decision making, accountability, information management, project management
	Reporting requirements
	Resources required including their availability
	Roles, responsibilities of parties involved
	Strategies to achieve objectives (communication, consultation, marketing, training)
	Tactics to implement strategies
	Treatment activities, key tasks, timeframe

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Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s	PUAMAN005B Manage projects

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PUAEMR022 Establish context for emergency risk assessment

Modification History

Release	TP version	Comments
1	PUA12 V1	First release.

Unit Descriptor

This unit describes the outcomes required to determine an emergency risk assessment's objectives, scope, stakeholders, and risk criteria.

Application of the Unit

This unit applies to people required to initiate an emergency risk assessment with a community or part of a community. Such assessments are conducted at local, regional or state level by local governments, emergency management committees, public safety agencies, major event managers or other organisations that need to understand emergency risk to a community.

No licencing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is

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of Competency.	detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
1. Identify objectives and scope by research and consultation	1.1 Objectives and scope are identified using emergency risk management ***standards and guidelines.***
	1.2 ***Stakeholder*** roles and required inputs are determined in accordance with ***policies and procedures.***
	1.3 Budget, timeframe and schedule for research and consultation are determined.
	1.4 Information about communities is obtained.
2. Identify and consult with stakeholders	2.1 Stakeholders are identified.
	2.2 Existing and potential liaison networks are identified and evaluated for relevance.
	2.3 Stakeholder networks are developed using a range of strategies.
	2.4 Communication and consultation are established.
	2.5 Communication options are selected to develop a communication plan.
3. Clarify roles and requirements with stakeholders	3.1 Stakeholders' roles and the need for their input are clearly defined and emphasised in seeking their cooperation.
	3.2 Stakeholders are informed of the aims, objectives, risk management context and structure within which they must operate.
	3.3 Stakeholders' needs are determined and conflicting needs identified and noted.
4. Develop risk criteria with stakeholders	4.1 Social, environmental, financial and timeframe needs are identified in consultation with stakeholders.
	4.2 Legal, technical and political considerations are identified in consultation with stakeholders.
	4.3 Reasons for, and selection of, criteria are negotiated with stakeholders and agreed upon.
	4.4 ***Risk criteria*** are recommended which take into account ***practical constraints*** and the community's

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	acceptance of risk.
	4.5 Community expectations of acceptable risk are established.
5. Monitor and review	5.1 Context and evaluation criteria are monitored in accordance with policies and procedures.
	5.2 Context and evaluation criteria are reviewed in accordance with standards and guidelines.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- stakeholder analysis
- communication and consultation in a group context
- facilitation of group processes
- negotiation
- problem solving
- project management
- research skills to conduct geographic, demographic and socio-economic analysis

Required Knowledge

- emergency risk management concepts and principles included in the current National Emergency Risk Assessment Guidelines
- legislative and regulatory requirements relevant to emergency risk management
- problem solving and decision making techniques

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Stakeholders are comprehensively identified and consulted to establish a clear context, which includes objectives, scope and risk criteria. **Consistency in performance** Candidates should be expected to present evidence from at least two different contexts, one of which may be simulated.
Context of and specific	**Context of assessment**

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resources for assessment	Evidence of competence in this unit may be collected in a simulated environment and a real environment, often as part of a larger project with concurrent assessment of other emergency risk management competencies. **Specific resources for assessment** For the demonstration of competence in this unit it will be necessary to participate in a real-world project. Underpinning knowledge may be assessed through written assignments, project reports, debriefings and action learning projects in real or simulated environments.
Guidance information for assessment	This unit contains many transferable skills, such as communication, consultation, research and analysis skills that can be applied in the emergency risk management context. Assessors should use formative assessment strategies in a simulated environment to contextualise underpinning knowledge. Summative assessment requires application of the unit in a real-world project, often in an action-learning context. This unit may be assessed with other units that address other parts of the emergency risk management process.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Standards and guidelines may include:	• AS/NZS ISO 31000:2009, Risk management—Principles and Guidelines • HB 327:2010, Communicating and consulting about risk • ISO Guide 73:2009, Risk management—Vocabulary • National Emergency, Management Committee (2010), National Emergency Risk Assessment Guidelines • jurisdictional or organisational emergency risk management policies and procedures
Stakeholders may include:	• staff • client groups • decision makers • members of the public

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	• community groups • industry groups • public and private sector organisations • non-government organisations • elected officials
Policies and procedures may include:	• arrangements specified in legislation • organisational or jurisdictional emergency risk management policies or procedures • existing disaster plans, agreements or memoranda of understanding
Information about communities may include:	• demographic measures • socio-economic measures • local economy and industry makeup and interdependencies • cultural makeup and mix
Risk criteria may include:	• the nature and types of causes and consequences that can occur and how they will be measured • how likelihood will be defined • the timeframe(s) of the likelihood and/or consequence(s) • how the level of risk is to be determined • the views of stakeholders • the level at which risk becomes acceptable or tolerable • whether combinations of multiple risks should be taken into account and, if so, how and which combinations should be considered
Practical constraints may include:	• arrangements, roles and responsibilities set down in existing emergency management plans • availability of technical expertise, technology, equipment • budgets, time, availability and capability of people • land use planning policy, authority and regulation • legislation covering emergency management, environmental management, safety standards, local government regulations • limited community knowledge of emergency risk management processes and benefits • political, social and cultural considerations

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Unit Sector(s)

Not applicable.

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PUAEMR023 Assess emergency risk

Modification History

Release	TP version	Comments
1	PUA12 V1	First release.

Unit Descriptor

This unit describes the outcomes required to identify, analyse and evaluate risk to determine which risks need treatment and the treatment priorities.

No licencing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

This unit applies to workers undertaking an emergency risk assessment with a community or part of a community. Such assessments are conducted at local, regional or state level by local governments, emergency management committees, public safety agencies, major event managers or other organisations that need to understand emergency risk to a community.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAEMR022 Establish context for emergency risk assessment

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of

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performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify risk	1.1 ***Sources of risk*** are identified by considering the interaction of hazards, communities and ***the environment***. 1.2 ***Elements at risk*** are identified. 1.3 ***Stakeholders*** are consulted throughout the risk assessment process. 1.4 Risk statements describing consequences are generated.
2. Analyse risk	2.1 Risks are analysed by considering the likelihood of particular consequences occurring. 2.2 The vulnerability of communities and/or environments is determined by analysing their susceptibility and resilience to risks. 2.3 Risks are rated in accordance with agreed ***risk criteria.***
3. Evaluate risk	3.1 Risks requiring additional analysis or treatment are determined. 3.2 Tolerability and acceptability of risks are agreed with stakeholders. 3.3 Risk treatments are prioritised using agreed risk criteria.
4. Monitor and review	4.1 Evaluated risks are monitored in accordance with ***standards and guidelines.*** 4.2 Evaluated risks are reviewed in accordance with standards and guidelines.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- research skills to identify sources of risk to the social, built, economic and natural

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environments
- analysis skills for qualitative and quantitative risk analysis
- workshop facilitation skills
- identification of stakeholders
- negotiation with stakeholders
- problem definition
- risk analysis
- use emergency risk modelling processes to estimate risk

Required Knowledge

- emergency risk management concepts and principles included in the current National Emergency Risk Assessment Guidelines
- risk identification tools
- format of risk statements and risk register
- structure of risk criteria and the application of scenario dynamics (how a hazard creates consequences)
- concepts of 'credible consequence level', likelihood rating, confidence rating, 'as low as reasonably practicable' principle
- application of spatial analysis techniques
- jurisdiction or organisational emergency risk management principles and guidelines
- problem solving and decision making techniques
- research, demographic and economic analysis techniques

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Learners must demonstrate that they can apply an appropriate method to identify risk, produce meaningful risk statements and apply risk criteria in consultation with stakeholders.

Consistency in performance

Candidates should be expected to present evidence from at least two different contexts, one of which may be simulated.

Context of and specific resources for assessment

Context of assessment

Evidence of competence in this unit may be collected in a simulated environment and real environment, often as part of a larger project with concurrent assessment of other emergency risk management competencies.

Specific resources for assessment

For the demonstration of competence in this unit it will

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	be necessary to participate a real life project. Underpinning knowledge may be assessed through written assignments, project reports, debriefings and action learning projects in real or simulated environments.
Guidance information for assessment	This unit contains many transferable skills, such as communication, consultation, research and analysis skills that can be applied in the emergency risk management context. Assessors should use formative assessment strategies in a simulated environment to contextualise underpinning knowledge. Summative assessment requires application of the unit in a real-life project, often in an action-learning context. This unit may be assessed with other units that address the whole emergency risk management process.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Sources of risk may include	• commercial and legal relationships • economic systems and relationships • human behaviour • natural events • built environment failures • disease (plant, animal or human) • political circumstances • technology/technical issues, management activities and controls
The environment may include	• social environment (individuals, families and common interest groups that form whole communities) • build environment (human-made assets that underpin the functioning of a community) • economic environment • natural environment
Elements at risk may include	• people • buildings and civil engineering works • infrastructure • economic activities

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	• public services • natural environment
Stakeholders may include	• staff • client groups • decision makers • members of the public • community groups • industry groups • public and private sector organisations • non-government organisations • elected officials
Risk criteria may include	• the nature and types of causes and consequences that can occur and how they will be measured • how likelihood will be defined • the timeframe(s) of the likelihood and/or consequence(s) • how the level of risk is to be determined • the views of stakeholders • the level at which risk becomes acceptable or tolerable • whether combinations of multiple risks should be taken into account and, if so, how and which combinations should be considered
Standards and guidelines may include	• AS/NZS ISO 31000:2009, Risk management—Principles and Guidelines • HB 327:2010, Communicating and consulting about risk • ISO Guide 73:2009, Risk management—Vocabulary • National Emergency, Management Committee (2010), *National Emergency Risk Assessment Guidelines* • jurisdictional or organisational emergency risk management policies and procedures

Unit Sector(s)

Not applicable.

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PUAEMR024 Develop treatment options for emergency risk

Modification History

Release	TP version	Comments
1	PUA12 V1	First release.

Unit Descriptor

This unit describes the outcomes required to determine a range of treatment options which can be used to reduce emergency risk.

Application of the Unit

This unit applies to people who are part of a working group that develops treatment options during an emergency risk assessment with a community or part of a community. Such assessments are conducted at local, regional or state level by local governments, emergency management committees, public safety agencies, major event managers or other organisations that need to understand emergency risk to a community.

No licencing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is

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of Competency.	detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Identify treatment options	1.1 Risk treatment objectives are identified in consultation with ***stakeholders***. 1.2 Existing ***risk treatment options*** are identified through research and stakeholder consultation. 1.3 A range of potential risk treatment options are identified through research and stakeholder consultation.
2. Evaluate options	2.1 ***Evaluation methods*** are agreed with stakeholders. 2.2 Feedback on likely implications and impacts of treatment options is obtained from stakeholders. 2.3 Residual risks are assessed for tolerability or acceptance 2.4 Cost-benefit analysis is completed for each risk treatment option.
3. Recommend treatment options	3.1 Recommended options, including implementation responsibilities, are agreed in consultation with stakeholders. 3.2 Recommended options and residual risk are documented according to organisational ***policies and procedures***. 3.3 Recommended options are submitted for approval in line with organisational policies and procedures.
4. Develop treatment plan	4.1 Treatment options, resources required, milestones, budget, reporting procedures and roles and responsibilities for implementation are identified. 4.2 Communication and project management strategies are developed with stakeholders. 4.3 Implementation issues are identified and

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	contingencies developed where necessary.
	4.4 An agreed treatment plan is documented and submitted for approval in accordance with organisational policies procedures.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- Research and analysis skills to determine potential treatment options
- ability to negotiate and work effectively with stakeholder groups
- analytical techniques to determine residual risk
- analytical techniques to conduct benefit:cost analysis at an appropriate level

Required Knowledge

- emergency risk management concepts and principles included in the current National Emergency Risk Assessment Guidelines and AS/NZS ISO 31000:2009 *Risk management—Principles and Guidelines*
- legislative and regulatory requirements relevant to emergency risk management
- jurisdiction and organisational documentation and submission procedures
- analytical, problem solving and decision making techniques to facilitate evaluating residual risk and cost-benefit analysis
- geospatial databases and presentation options
- range of options for treating emergency risk

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Candidates must demonstrate an ability to work with stakeholders and generate an agreed list of recommended treatment options in an appropriate format. **Consistency in performance** Candidates should be expected to present evidence from at least two different contexts, one of which may be simulated.
Context of and specific	**Context of assessment**

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resources for assessment	Evidence of competence in this unit may be collected in a simulated environment and real environment, often as part of a larger project with concurrent assessment of other emergency risk management competencies. **Specific resources for assessment** For the demonstration of competence in this unit it will be necessary to participate in a real-world project. Underpinning knowledge may be assessed through written assignments, project reports, debriefings and action learning projects in real or simulated environments.
Guidance information for assessment	This unit contains many transferable skills, such as communication, consultation, research and analysis skills that can be applied in the emergency risk management context. Assessors should use formative assessment strategies in a simulated environment to contextualise underpinning knowledge. Summative assessment requires application of the unit in a real-world project, often in an action-learning project. This unit may be assessed with other units that address other parts of the emergency risk management process.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Stakeholders may include:	• staff • client groups • decision makers • members of the public • community groups • industry groups • public and private sector organisations • non-government organisations • elected officials
Risk treatment options may include:	• avoidance of the risk • removing a risk source • changing the likelihood of

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	• an initiating event or source of risk occurring • a hazard impacting on elements at risk • changing the consequences of an identified hazard impact • sharing the risk • retaining the risk based on an informed decision
Evaluation methods may include:	• first-pass cost-benefit analysis • analysis of treatment effectiveness • potential to create new or secondary risks • stakeholder acceptability • legal, regulatory and compliance impact
Policies and procedures may include:	• arrangements specified in legislation • organisational or jurisdictional emergency risk management policies or procedures • existing disaster plans, agreements or memoranda of understanding

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAEMR025 Manage risk treatment implementation

Modification History

PUAEMR025 Release 1: Primary release.

Unit Descriptor

This unit describes the outcomes required to communicate, facilitate and review implementation of selected risk treatments.

Application of the Unit

This unit applies to managers or members of project teams responsible for implementing all or part of a risk treatment plan. It recognises that the manager or project team will commonly not have direct responsibility for implementing parts of the risk treatment plan. Such managers or teams may be working at local, regional or state level within local governments, emergency management committees, public safety agencies, major event managers or other organisations that need to understand emergency risk to a community.

No licencing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Confirm implementation context	1.1 Project ***drivers/triggers***, risks, risk management context, treatment options, priorities and ***practical constraints*** are clarified. 1.2 Applicable ***policies and procedures*** are identified. 1.3 Key ***stakeholders*** are identified along with their potential interests, sensitivities, roles and responsibilities.
2. Develop implementation plan	2.1 Risk(s) to be treated and current relevance of treatment option(s) confirmed. 2.2 Performance criteria for assessing the effectiveness of treatment implementation are established in consultation with stakeholders. 2.3 Treatment actions, resources required, milestones, budget, reporting procedures and roles and responsibilities of project team members are identified. 2.4 Implementation issues are identified and contingencies developed where necessary. 2.5 An agreed treatment plan is documented and submitted for approval in accordance with organisational policies and procedures.
3. Communicate the treatment plan	3.1 Processes to effectively consult and communicate about implementation are selected. 3.2 A consultation plan is developed and implemented.
4. Facilitate treatment plan implementation	4.1 Treatment tasks/activities are allocated in accordance with the implementation plan. 4.2 Effective communication between working group members is maintained. 4.3 Stakeholders are kept fully informed of progress, performance and any proposed variations in strategy or implementation. 4.4 Agreed variations to the treatment plan are introduced to accommodate changed circumstances or to achieve more effective outcomes.
5. Monitor and review treatment plan implementation	5.1 A review process is established in consultation with stakeholders. 5.2 Effectiveness of treatment activities, adequacy of

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resources, project progress and expenditure is monitored against plans, recorded and reported.

5.3 Implementation plans are adjusted as required following the review process.

5.4 Adjustments to implementation plans are communicated to stakeholders.

5.5 Residual risk is re-evaluated and a decision made whether to accept this risk or to re-visit the risk assessment.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- networking and relationship building
- ability to work effectively with stakeholder groups
- ability to apply a range of communication media and methods to communicate with stakeholders
- project planning and oversight
- budgeting and phasing to measure progress against targets

Required Knowledge

- emergency risk management concepts and principles included in the current National Emergency Risk Assessment Guidelines
- jurisdictional, organisational and operational responsibilities for implementing risk treatment options
- legislative and regulatory requirements relevant to implementing risk treatments
- jurisdiction and organisational documentation and reporting procedures
- project management techniques
- options for communicating with stakeholders
- analytical, problem solving and decision making techniques to facilitate monitoring progress against targets

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate	Candidates must demonstrate that they have developed criteria to monitor implementation progress, actually monitored and reported on progress, and communicated

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competency in this unit	and consulted with stakeholders. **Consistency in performance** Candidates should be expected to present evidence from at least two different contexts, one of which may be simulated.
Context of and specific resources for assessment	**Context of assessment** Evidence of competence in this unit may be collected in a simulated environment and real environment, often as part of a larger project with concurrent assessment of other emergency risk management competencies. **Specific resources for assessment** For the demonstration of competence in this unit it will be necessary to participate in a real-world project. Underpinning knowledge may be assessed through written assignments, project reports, debriefings and action learning projects in real or simulated environments.
Guidance information for assessment	This unit contains many transferable skills, such as communication, consultation, research and analysis skills that can be applied in the emergency risk management context. Assessors should use formative assessment strategies in a simulated environment to contextualise underpinning knowledge. Summative assessment requires application of the unit in a real-world project, often in an action-learning context. This unit may be assessed with other units that address the whole emergency risk management process.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Drivers/triggers may include:

- changes in community characteristics
- changes in legislation, policies and disaster/emergency management plans
- changes in insurance policies and premiums
- new sources of risk or changed perception of risk
- planning deficiencies

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	• recent emergency incident reports/debriefs, safety issues • recent judicial decisions • strategic and corporate plans
Practical constraints may include:	• arrangements, roles and responsibilities set down in existing emergency management plans • availability of technical expertise, technology, equipment • budgets, time, availability and capability of people • land use planning • legislation covering emergency management, environmental management, safety standards, local government regulations • limited community knowledge of emergency risk management processes and benefits • political, social and cultural considerations
Policies and procedures may include:	• arrangements specified in legislation • organisational or jurisdictional emergency risk management policies or procedures • existing disaster plans, agreements or memoranda of understanding • local planning regulations, development controls and environmental plans
Stakeholders may include:	• staff • client groups • decision makers • members of the public • community groups • industry groups • public and private sector organisations • non-government organisations • elected officials
Performance criteria for assessing the effectiveness of treatment implementation may include:	• continuous monitoring of the maintenance of equity • continued involvement of stakeholders • cost effectiveness of treatment • evaluation of effectiveness in terms of actual risk reduction • the evaluation of the need for the redefinition of policy • a feedback mechanism • consideration of change that takes place over time

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Unit Sector(s)

Not applicable.

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PUAEMR026 Treat operational risk

Modification History

Release	TP Version	Comments
2	PUA12 V2.1	Editorial changes.
1	PUA12 V2	New unit.

Unit Descriptor

This unit describes the outcomes required to identify, plan and implement treatment options in order to reduce risk.

Application of the Unit

This unit applies to people working in a relatively simple and routine workplace in which they use the organisation's policy and procedures. They would normally have local supervisory/management responsibility and will apply known solutions to a variety of predictable problems.

No licencing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAEMR027 Assess operational risk

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance Criteria describe the required performance

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essential outcomes of a Unit of Competency.	needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Make risk decision	1.1 Calculated level of risk is compared to the established ***risk criteria*** and determined to be acceptable or unacceptable in consultation with the supervisor. 1.2 Risk that is determined as unacceptable is documented and noted for treatment.
2. Identify and select treatment options	2.1 ***Treatment options*** of known risks are identified and confirmed as contained in ***organisational standards and guidelines*** or supervisor's guidance. 2.2 Treatment options under consideration are evaluated for ***effectiveness*** within the given context. 2.3 Selected treatment options are documented and communicated in accordance with organisational policies and procedures.
3. Implement treatment options	3.1 ***Treatment plans*** incorporating selected options are implemented in accordance with organisational policies and procedures. 3.2 Treatment plans are communicated in the workplace in accordance with organisational policies and procedures.
4. Monitor and review risk and the process	4.1 Effectiveness and efficiency of the treatment plan is ***monitored***, reviewed and recorded in accordance with organisational policies and procedures to ensure compliance and validity. 4.2 Residual risk is calculated and communicated to supervisors so that a decision can be made whether to accept this risk or to re-establish the risk management process. 4.3 Treatments are adjusted and communicated following the review process.

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicating effectively with personnel at all levels of organisation and risk management specialists
- preparing more detailed reports for a range of target groups including OHS or risk committee, OHS representatives, managers and supervisors
- managing own tasks within time frame
- using consultation and negotiation skills, particularly in relation to developing plans and implementing and monitoring designated actions
- contributing to the assessment of the resources needed to systematically treat risks and, where appropriate, access resources
- manage simple project implementation
- interpreting information and data to identify areas for improvement
- using language and literacy skills appropriate to the workgroup and the task
- using basic computer and information technology skills to access internal and external information and data on risk
- undertaking basic research to access relevant information and data
- paying attention to detail when making observations and recording outcomes

Required Knowledge

- organisational policies, procedures and guidelines relevant to risk
- risk management terminology and language in accordance with relevant standards (risk, hazard, risk assessment, risk management and risk treatment)
- specified methods or tools endorsed by an organisation and provided for use in the identification and analysis of risk
- treatment options for risks relevant in the workplace
- team work principles and strategies
- basic project management strategies
- techniques for giving and receiving feedback in a constructive manner
- concept of common law duty of care
- structure and forms of legislation including regulations, codes of practice, associated standards and guidance material
- techniques/methods used to identify or analyse information
- verbal and non-verbal communication techniques including language style, active listening

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Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to define and identify risk language, definitions and terminology. Evidence must also be provided of stakeholders' involvement throughout the treatment process and that an informed analysis and selection of treatment options has been undertaken using the methodology and procedures approved by the organisation.

Consistency in performance

Competency should be demonstrated by gathering evidence over a range of workplace scenarios, using a variety of tools and methodology and should include the assessment of a variety of risks that may adversely impact on the organisation.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in the workplace or under conditions that closely simulate the workplace.

Specific resources for assessment

Access to:

- organisational documentation
- relevant organisational standards
- appropriate tools and methods used within the organisation
- simulated or real-world workplace

Guidance information for assessment

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when applying the principles of treating operational risk, including coping with difficulties, irregularities and breakdowns in routine
- application of the principles of treating operational risk in a range of 3 or more contexts or occasions, over time

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might be disadvantaged.

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and should include a combination of two or more of:

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- workplace projects
- simulation or role plays
- case studies and scenarios
- observation
- portfolios

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Risk criteria may include:

- the nature and types of causes and consequences that can occur and how they will be measured
- how likelihood will be defined
- the timeframe(s) of the likelihood and/or consequence(s)
- how the level of risk is to be determined
- the views of stakeholders
- the level at which risk becomes acceptable or tolerable
- whether combinations of multiple risks should be taken into account and, if so, how and which combinations should be considered

Treatment options may include:

- avoidance of the risk
- removing a risk source
- changing the likelihood of
- an initiating event or source of risk occurring
- a hazard impacting on elements at risk
- changing the consequences of an identified hazard impact
- sharing the risk
- retaining the risk based on an informed decision

Organisational standards and guidelines may include:

- AS/NZS ISO 31000:2009 Risk management—Principles and guidelines
- regulatory or legislative requirements
- environmental protection and sustainability regulations
- industry standards and codes of practice
- organisational charter/business plan
- organisational OHS, risk management or resilience

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	policies or operating procedures
Effectiveness may include:	• benefits to the individual • benefits to the organisation • cost benefits resulting from the implementation of the treatment • cost of implementing the treatment option
Treatment plans may include:	• budgeting • expected outcome of treatments • performance measures • responsibilities • review process to be set in place • schedules
Monitored may include:	• critical observation • identification of changes over time • regular checking • regular recording

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAEMR027 Assess operational risk

Modification History

PUAEMR027 Release 1: Primary release.

Unit Descriptor

This unit describes the outcomes required to identify and assess risk in an operational environment.

No licencing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

This competency applies to workers at a relatively simple and routine level, in which they use established organisational policy and procedures. Workers would normally have local supervisory or management responsibility and apply known solutions to a variety of predicable problems.

The unit covers the first four steps of the risk management process and provides the skills and knowledge required to conduct a risk assessment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish the risk context	1.1 Objectives and scope are identified using organisational risk management standards and guidelines.
	1.2 ***Risk criteria*** are identified and confirmed as contained in organisational policies, procedures or supervisor guidance.
	1.3 ***Structure for the planning*** required to conduct a risk assessment is determined.
	1.4 ***Stakeholder*** aims and objectives are identified and recorded in accordance with workplace procedures and guidelines.
2. Identify risk	2.1 All possible sources of risk which may affect the situation or objectives are identified and recorded in consultation with stakeholders.
	2.2 Risks are identified using a ***specified methodology or tool*** in accordance with workplace procedures and guidelines.
	2.3 Risk statements describing consequences are generated.
3. Analyse risk	3.1 Risks are analysed by estimating the likelihood of particular consequences occurring.
	3.2 Levels of risk are determined, documented and communicated in accordance with organisational policies and procedures.
4. Evaluate risk	4.1 Levels of risk are prioritised for treatment.
	4.2 Calculated level of risk is compared to the established risk evaluation criteria, and communicated to supervisors.
	4.3 Risks are monitored and reviewed until appropriate treatment measures have been implemented.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

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Required Skills

- communicating effectively with risk management specialists and people at all organisational levels
- preparing more detailed reports for a range of target groups including OHS or risk committee, OHS representatives, managers and supervisors
- managing own tasks within time frame
- using consultation and negotiation skills, particularly in relation to developing plans and implementing and monitoring designated actions
- contributing to the assessment of the resources needed to systematically assess risks and, where appropriate, access resources
- analysing relevant workplace information and data, and make observations including of workplace tasks and interactions between people, their activities, equipment, environment and systems
- carrying out simple arithmetical calculations (e.g. % change), and produce graphs of workplace information and data to identify trends and recognise limitations
- interpreting information and data to identify areas for improvement
- using language and literacy skills appropriate to the workgroup and the task
- using basic computer and information technology skills to access internal and external information and data on risk
- undertaking basic research to access relevant information and data
- paying attention to detail when making observations and recording outcomes.

Required Knowledge

- organisational policies, procedures and guidelines relevant to risk
- risk management terminology and language in accordance with relevant standards
- specified methods or tools endorsed by an organisation and provided for use in the identification and analysis of risk
- team work principles and strategies
- techniques for giving and receiving feedback in a constructive manner
- concept of common law duty of care as applies in emergency risk management context
- structure and forms of legislation including regulations, codes of practice, associated standards and guidance material
- roles and responsibilities under OHS legislation of employees, including supervisors and contractors
- techniques/methods used to identify or analyse information
- verbal and non-verbal communication techniques including language style, active listening

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Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to define and identify risk language, definitions and terminology. Evidence must also be provided of stakeholder's involvement throughout the process and that an informed analysis of the risks has been undertaken using tools and methodology approved by the organisation.

Consistency in performance

Competency should be demonstrated by gathering evidence over a range of workplace scenarios, using a variety of tools and methodology and should include the assessment of a variety of risks that may adversely impact on the organisation.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in the workplace or under conditions that closely simulate the workplace

Specific resources for assessment

Access to:

- organisational documentation
- relevant organisational standards
- appropriate tools and methods used within the organisation
- simulated or real-world workplaces

Guidance information for assessment

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when applying the principles of operational risk assessment, including coping with difficulties, irregularities and breakdowns in routine
- application of the principles of operational risk assessment in a range of 3 or more contexts or occasions, over time.

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might be disadvantaged.

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and may include a combination of two or more of:

- workplace projects

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- simulation or role plays
- case studies and scenarios
- observation
- portfolios

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Organisational risk management standards and guidelines may include:	• Standard AS/NZS/ISO 31000:2009 Risk Management—Principles and Guidelines • regulatory or legislative requirements e.g. ohs act • environmental protection and sustainability regulations • industry standards and codes of practice • organisational charter/business plan • organisational ohs, risk management or resilience policies or operating procedures
Risk criteria may include:	• the nature and types of causes and consequences that can occur and how they will be measured • how likelihood will be defined • the timeframe(s) of the likelihood and/or consequence(s) • how the level of risk is to be determined • the views of stakeholders • the level at which risk becomes acceptable or tolerable • whether combinations of multiple risks should be taken into account and, if so, how and which combinations should be considered
Structure for the planning may include:	• documentation required • analysis tools which are required to conduct the assessment • approach taken to conduct the assessment • depth of assessment
Specified methodology or tools may include:	• a risk matrix • analysis of risk registers • brainstorming • business continuity planning • examining any available data e.g. audit

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results/incident reports
- expert judgement
- focus groups
- nomogram
- scenario analysis

Unit Sector(s)

Not applicable.

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PUAEMR030 Manage and evaluate emergency management exercises

Modification History

PUAEMR030 Release 1: Primary release.

Unit Descriptor

This unit describes the outcomes required to manage and evaluate activities which exercise elements of emergency management arrangements.

Application of the Unit

This unit applies to people who are responsible for implementing and evaluating pre-designed emergency management exercises. Emergency management exercises may be used in any context where there is a requirement to plan for, or manage an emergency. The exercise scale can range from a small activity in a volunteer emergency response unit to a major evacuation exercise for an industrial plant. The skills in this unit can be applied to any context in which an emergency management exercise is appropriate.

No licencing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence

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Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to manage the exercise	1.1 Exercise ***documentation*** reviewed to confirm governance and ***stakeholder*** requirements. 1.2 Exercise aim**,** objectives, activities and evaluation plan are confirmed. 1.3 Relevant permissions, authorities, clearances and approvals are identified and confirmed. 1.4 ***Logistic requirements*** are identified and organised. 1.5 Communication plan is designed and implemented in consultation with stakeholders.
2. Manage exercise activities	2.1 Exercise management team is formed where required. 2.2 Communication and consultation is established with ***activity personnel*** and maintained throughout the conduct of the exercise. 2.3 Exercise site preparation and familiarisation are ensured in accordance with the exercise plan. 2.4 Briefings are prepared and delivered to stakeholders reflecting exercise objectives and activities. 2.5 Confirmation and management of logistic requirements required to conduct exercise activities is ensured. 2.6 The exercise plan is used to initiate and facilitate the conduct and direction of the exercise. 2.7 Risk is managed throughout the exercise.
3. Evaluate outcomes against exercise objectives	3.1 Post-exercise debriefings are conducted and feedback is gathered. 3.2 Exercise feedback is collated, recorded, analysed and issues identified. 3.3 An ***exercise report,*** including recommendations, is prepared to organisational standards and distributed to stakeholders.

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- manage small-group activities
- build effective networks and relationships
- work effectively in a group setting
- consult with stakeholders
- manage and direct activity personnel
- plan and deliver briefings and debriefings
- manage the pace and intensity of the exercise
- manage risk and safety
- gather and analyse feedback

Required Knowledge

- exercise management concepts and principles
- educational principles underpinning the design of objectives and linking those to activities
- legislative, regulatory and insurance arrangements relevant to using resources, such as land, buildings, equipment, staff and volunteers
- relevant organisational policies and procedures (such as legislation relevant to the operation/ incident/response; legislation relevant to the organisation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- problem solving and decision making techniques
- project management principles
- project management principles
- risk and safety management principles
- budgeting and logistic management principles

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • ensure all permissions, authorities, clearances and approvals are obtained,

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- ensure all resources are available for the exercise, and
- the pace of the exercise proceeds appropriately to achieve the objectives

Consistency in performance

Candidates should be expected to present evidence of managing two different types of exercise, including at least one exercise that requires multi-agency or organisation input.

Context of and specific resources for assessment

Context of assessment

This competency cannot be assessed in a simulated environment.

Specific resources for assessment

- Access is required to real-life exercises, including supporting resources.

Method of assessment

This unit contains transferable skills, such as communication, consultation, and logistic management skills that can be applied to managing an emergency management exercise. Assessors may use formative assessment strategies in a simulated environment to contextualise underpinning knowledge.

Summative assessment requires application of the unit to manage exercises in the workplace. Evidence of performance can be gathered by:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Documentation may include:

- activity inputs (general and special ideas)
- activity notification
- activity management checklists
- assessor documentation

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- evaluation checklist
- evidence collection templates
- exercise injects
- general instruction
- incident action plans
- permissions and approvals risk assessments
- risk action plans
- safety instructions
- specific inputs
- timetable/schedule of events
- umpire documentation

Stakeholder may include:

- staff
- client groups
- decision makers
- members of the public
- community groups
- industry groups
- public and private sector organisations
- non-government organisations
- elected officials

Logistic requirements may include:

- catering
- equipment
- facilities
- finance and accounting procedures
- transport
- accommodation
- guest or specialist speaker(s) or presenters
- first aid and medical supplies and personnel
- exercise management personnel
- role players
- participants

Activity personnel may include:

- exercise management staff
- exercise evaluation staff
- casualty simulation staff
- role players
- public information staff
- participants' management

Exercise report may include:

- executive summary
- acknowledgements
- exercise aim and objectives
- introduction

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- exercise scenario
- sequence of events
- exercise critique (relating observations and feedback to the objectives)
- summary
- recommendations
- attachments (exercise management team, participating organisations and volunteers, referee reports, debrief notes)

Unit Sector(s)

Not applicable.

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PUAEMR031 Design emergency management exercises

Modification History

PUAEMR031 Release 1: Primary release.

Unit Descriptor

This unit describes the outcomes required to design, develop or modify activities that exercise elements of emergency management arrangements.

Emergency management exercises are used to test emergency plans, practise responding to an emergency, develop and/or practise emergency management skills, build motivation for emergency management personnel, and/or measure an organisation's ability to manage an emergency.

Application of the Unit

This unit applies to workers with the responsibility for designing emergency management exercises. It does not cover the skills and knowledge for implementing those designs.

Emergency management exercises can be used in any context where there is a requirement to plan for, or manage an emergency. The exercise scale can range from a small activity in a volunteer emergency response unit to a major evacuation exercise for an industrial plant. The design skills in this unit can be applied to any context in which an emergency management exercise is appropriate.

No licencing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance Criteria describe the required performance

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essential outcomes of a Unit of Competency.	needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine exercise purpose	1.1 Exercise ***stakeholders*** are identified and engaged. 1.2 Exercise governance arrangements are confirmed. 1.3 Exercise aim is identified in consultation with stakeholders. 1.4 ***Exercise objectives*** that meet the identified aim are determined. 1.5 ***Exercise focus*** is determined, based on operational outcomes, results of training needs analysis, previous exercises and evaluation reports.
2. Design and plan exercise activities	2.1 Planning team is established where required. 2.2 Governance and planning meetings are held, agreements and decisions are made, and outcomes are communicated to stakeholders. 2.3 ***Components of the exercise program*** are identified, developed and documented in the exercise plan. 2.4 ***Exercise style*** and activities consistent with exercise objectives are selected in consultation with stakeholders. 2.5 ***Design planning processes*** are undertaken with stakeholders to meet exercise objectives and components. 2.6 Exercise documentation is prepared.
3. Assess exercise risks	3.1 Risk and safety considerations are included in planning process. 3.2 Activities which mitigate/reduce risks associated with conducting exercise activities are designed and included. 3.3 Exercise risk and safety management plan is prepared.
4. Plan resource allocation	4.1 ***Resources*** to support the exercise are identified and secured. 4.2 Exercise host is identified and commitment to

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achieving exercise objectives is secured.

4.3 Appropriate authorisation(s) to use resources are obtained and documented.

4.4 Availability and timeframes for use of resources is agreed by appropriate authorities.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- manage small-group workshops and activities
- build effective networks and relationships
- work effectively in a group setting
- liaise and communicate with other agencies
- plan and deliver briefings and debriefings
- prepare exercise documentation
- interpret organisational needs to develop measurable, achievable objectives
- research skills to build scenarios and exercise inputs

Required Knowledge

- exercise management concepts and principles
- educational principles underpinning the design of objectives and linking those to activities
- incident management principles
- legislative and regulatory arrangements relevant to using resources, such as land, buildings, equipment and volunteers
- problem solving and decision making techniques
- project management principles
- risk and safety management principles
- budgeting and logistic management principles
- jurisdictional emergency management arrangements

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for Assessment must confirm the ability to:

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assessment and evidence required to demonstrate competency in this unit

- bring together an effective exercise design and planning team
- facilitate the construction of realistic, meaningful and safe activities that address the exercise aim and objectives

Consistency in performance

Candidates should be expected to present evidence from at least two different contexts or exercise styles, including at least one exercise that requires multi-agency or organisation input and of which one may be simulated

Context of and specific resources for assessment

Context of assessment

Competency should be assessed on-the-job or in a simulated workplace environment.

Specific resources for assessment

Access is required to a real-life exercise design project.

Method of assessment

Assessors should use formative assessment strategies in a simulated environment to contextualise underpinning knowledge. Summative assessment requires application of the unit in a real-life project, often in an action-learning context.

Assessment may occur in a work environment or in a simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Stakeholders may include:

- staff
- client groups
- decision makers
- members of the public

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- community groups
- industry groups
- public and private sector organisations
- non-government organisations
- elected officials

Exercise objectives may include:

- assessing and/or demonstrating the capability of individuals, teams, systems and/or arrangements
- assessing or auditing system(s) performance
- developing new skills
- evaluating emergency management plans
- evaluating individuals/teams/facilities/systems
- evaluating risk treatment strategies
- exploring issues
- improving team cohesion
- meeting legislative or regulatory requirements
- practising skills, systems or procedures
- promoting awareness
- sharing information
- validating training objectives or learning outcomes

Exercise focus may include:

- improving systems, plans or arrangements
- developing/training participants
- sharing information
- testing or auditing systems, plans, arrangements, facilities, and/or individual or team competencies

Components of the exercise program may include:

- exercise name
- authorities, permissions and governance
- scope or purpose statement
- aim and objectives
- activity plan
- detailed schedule of activities
- location (s)
- risk and safety management plan
- budget and logistics plan
- evaluation/assessment plan
- evidence collection tools/templates
- debrief plan

Exercise style may include:

- case study
- discussion/desktop exercises
- hypothetical exercise/scenario analysis
- distributed interactive exercise
- field exercise
- functional centre exercises

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	• role play
Design planning processes may include:	• Determining assessment and performance criteria • planning briefings and debriefings • developing contingency plans • scenario and activity design • developing background information and exercise inputs • determination of activity management structure • developing documentation • issuing notification s to affected stakeholders • identifying and managing risks • identifying and securing resources • meetings • developing and reviewing key performance indicators • scoping of agencies participating and the level at which they are participating • seasonal weather considerations • agreeing on duration of exercise activities
Exercise documentation may include:	• Activity inputs (general and special ideas) • activity notification • activity management checklists • assessor documentation • evaluation checklist • evidence collection templates • exercise injects • general instruction • incident action plans • meeting details • permissions and approvals • risk assessments • risk action plans • safety instructions • specific inputs • timetable/schedule of events • umpire documentation
Resources may include:	• agency guidelines/instructions • catering • equipment • exercise staff • facilities • finance

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- first aid personnel
- guest/specialist speaker
- medical supplies and personnel
- personnel
- presenter
- responders or victims with experience of an emergency
- response guide
- safety advisor
- transport
- volunteers
- welfare support

Unit Sector(s)

Not applicable.

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PUAFIR512 Develop and analyse the behaviour and suppression options for a Level 2 wildfire

Modification History

Release	TP Version	Comments
2	PUA12 V2.1	Editorial changes.
1	PUA12 V2	New unit.

Unit Descriptor

This unit covers the competency required to provide an analysis of the spread and behaviour of an intermediate wildfire and to prepare fire suppression options that are appropriate for the expected fire behaviour.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

This unit applies to personnel required to provide fire behaviour and spread predictions for consideration by the Incident Management Team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Analyse factors impacting on the spread and behaviour of an intermediate wildfire and develop an incident prediction	1.1 Information on the current and future fire spread and ***fire behaviour*** is collected from a range of ***sources*** and recorded. 1.2 Analysis is conducted using ***consideration of fuels and fuel assessment***, ***weather analysis***, the ***effects of topography*** and likely resultant fire behaviour. ***1.3 Fire prediction tools and references*** are effectively utilised in the analysis of fire spread and behaviour. 1.4 Results of the fire behaviour analysis are validated against fire observations as they become available.
2. Develop maps and data, and maintain associated information regarding projected fire spread and behaviour	2.1 Necessary ***map information and data*** is prepared. 2.2 Fire spread and behaviour projections are developed in a manner appropriate to the incident. 2.3 Use of the information in planning the control of the incident is facilitated through quality, timeliness and presentation of the information. 2.4 Fire spread and fire behaviour projections are updated as new weather and fire information becomes available.
3. Analyse and communicate key risks of the projected fire spread and behaviour	3.1 Site information is sought from agency databases or experts. 3.2 Area and timing of potential future impact of the fire is projected. 3.3 Key ***risks*** of the fire to ***human, economic and environmental assets*** are considered. 3.4 Fire and weather are monitored to assess if or when fire danger is likely to suddenly increase.
4. Prepare and analyse a range of fire suppression	4.1 Range of options with an analysis of probable level of success and consequences of failure is prepared

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options consistent with incident objectives	for consideration by the Incident Management Team. 4.2 Time available and the threshold fire behaviour for which each ***strategy*** and ***tactic*** is likely to be effective are considered. 4.3 Projected changes to or variation in fire behaviour conditions (due to fuel, weather, topography, fire size) are considered. 4.4 Advice and analysis are provided to the Incident Management Team to assist in development of strategies and fallback strategies.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- access and interpret weather products
- implement strategic risk analysis techniques
- interpret fire spread source data
- manage data and maintain accurate records
- understand and interpret topographic maps in order to plot potential fire spread
- use fire prediction tools and suppression guides

Required Knowledge

- categories of risk
- conditions suitable for and the limitations of fire suppression strategies
- effects of topography on fire behaviour
- fire behaviour factors
- fire suppression strategies and tactics
- fire weather
- fuel and fuel assessment
- sources of data relating to fire behaviour

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence	Assessment must confirm the ability to:

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required to demonstrate competency in this unit	• provide (for use by the Incident Management Team to plan the control of an intermediate wildfire):
	  • accurate analysis and projection of fire spread and fire behaviour, indicating probable and possible scenarios
	  • analysis of a range of appropriate fire suppression options
	Consistency in performance
	Competency should be demonstrated over time in actual or simulated wildfire incidents.

Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in a range of actual or simulated wildfire incidents. **Specific resources for assessment** Access is required to: • range of actual or simulated fires • range of sources of information related to fire spread and behaviour • agency templates for fire behaviour prediction
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an agency-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for

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different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.	
Fire behaviour must include:	• fire perimeter • fire size/growth/shape • fire whirls • flame characteristics (height and depth) • heat output and intensity • junction zones • rate of spread • smoke • spotting
Sources may include:	• air or ground observations • automated weather stations • Bureau of Meteorology websites and/or fire weather experts • fire history maps • fuel type maps • fireground information, operational situation reports and infrared scans • geographic information systems (GIS) and agency site-related databases • land managers • persons with local knowledge
Consideration of fuels and fuel assessment may include:	• bark fine fuels • canopy fine fuels • coarse fuels • coarse standing fuels • coarse surface fuels • dead course fuel moisture • dead fine fuel moisture • elevated fine fuels • fine fuels • fuel and fire behaviour • live fuel moisture • moisture content assessment • near surface fine fuels • surface fine fuels • total fuel load
Weather analysis may include:	• atmospheric stability • Bureau of Meteorology products and tools • calculation of fire danger ratings

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	• cold fronts • diurnal cycles • droughts • Foehn winds • Katabatic and Anabatic winds • long-term weather cycles • relative humidity and dew point temperature • sea breezes and land breezes • seasonal cycles • short-term and local weather effects • temperature • temperature inversions • wind gustiness and directional variation • wind speed and direction
Eeffects of topography on fire behaviour must include:	• acceleration effects • dry upper winds – mixing/range effect • drought index and drought factor • fuel distribution • elevation • rockiness/continuity • land form (channelling) • slope and aspect
Fire prediction tools and references may include:	• CSIRO (Mcarthur) forest fire danger meter • CSIRO (Mcarthur) grassland fire danger meter • CSIRO (Mcarthur) grassland fire spread meter • Vesta fire model • WA forest fire behaviour tables • overall fuel hazard guide (DSE, 1999) • other fuel specific fire behaviour prediction systems (such as buttongrass in Tasmania, mallee-heath model, spinifex model)
Map information and data may include:	• maps of fire spread, estimated at time intervals as required by the incident management team, with separate mapping for probable and possible scenarios • narrative regarding limitations, assumptions, prediction uncertainties and other comment to assist in the interpretation of the data • victoria fire behaviour estimates
Risks may include:	• operational risk • public safety risk • risks to public and private assets

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	• economic risk • environmental risk • legal risk • technical risk • political risk
Human, economic and environmental assets may include:	• areas of environmental or conservation value • areas of tourism value • crops and farm assets • historic sites • indigenous cultural sites • key infrastructure such as a major bridge or power transmission lines • plantations • private or public buildings • towns or settlements • water catchments

Strategy may include:	• offensive strategies:
	  • direct attack
	  • indirect attack
	  • parallel attack
	• defensive strategies:
	  • community and asset protection

Tactic may include:	• aerial suppression • back-burning/burning out • control line construction (hand, machine)

Unit Sector(s)

Not applicable.

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PUAMAN002B Administer work group resources

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency to administer work group resources to support the achievements of organisational and operational objectives.

Application of the Unit

This unit applies to public safety managers with responsibility for resources allocation. It is relevant for managers at a local level through to organisational level.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of

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performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Access and allocate resources	1.1 Required ***resources*** are identified, and accessed in accordance with organisation's policy and procedures. 1.2 ***Resources are allocated*** to facilitate required outcomes . 1.3 Equipment stock and supplies are stored in accordance with ***organisation's policy and procedures.*** 1.4 Resources are handled in accordance with organisation's policy and procedures and ***resource management systems.***
2. Monitor, evaluate and report on resource usage	2.1 Records of resources allocation and usage are maintained in accordance with relevant legislation and organisational guidelines. 2.2 Resource usage is monitored and evaluated against targets and organisational standards. 2.3 Resource utilisation issues are addressed.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- evaluate resource usage
- interpret budget reports
- monitor resource allocation and usage
- produce resource reports
- utilise resource inventories

Required Knowledge

- computer based tools to produce resource reports
- equal employment opportunity policy and procedures
- management information systems

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- occupational health and safety policy and procedures
- organisation's policies and procedures for budget administration
- organisation's policy and procedures relating to resource acquisition and allocation
- stock handling procedures

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated in knowledge and application of the coordination of resources in a range of contexts to achieve the organisation's objectives.

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

Evidence of competent performance should be gathered by observing an individual in a resource coordination role in the workplace or exercise or operational environment.

Specific resources for assessment

No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Resources may include:

- finances
- facilities equipment
- stock and supplies
- human resources

Organisation's policy procedures and standards may include:

- equal employment opportunity and occupational health and safety work group policy and procedures
- environmental protection and sustainability
- organisation's work group plans
- organisation's financial and other resource

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	management guidelines • technology and data associated with management information systems
Resource management systems may include:	• human resource systems • computer databases resource lists • contact details lists • financial accounting systems • communication systems
Allocations of resources considerations may include:	• suitability • type of resource • urgency • cost effectiveness • accessibility • maintenance demands • availability • deployment time

Unit Sector(s)

Not applicable.

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PUAMAN004B Manage procurement

Modification History

Release	TP version	Comments
3	PUA12 V2.1	Editorial changes.
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency to call for tenders and manage the awarding of contracts.

Application of the Unit

This unit applies to workers who have a specific role relating to tenders and contracts within a public safety organisation, particularly responsibility for ensuring that the organisation's legal and risk management process is applied.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAMAN002B Administer work group resources (Fire sector specific)

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is

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of Competency.	detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare appropriate documentation	1.1 Preparation of documentation is managed. 1.2 Conditions of tendering the contract and specifications meet organisation/government policies and guidelines. 1.3 Tendering process conforms with tender/supply code. 1.4 An appropriately experienced officer is identified to handle all inquiries during the tender process and all tenderers are advised of clarifications.
2. Establish the basis of tendering	2.1 ***The form of tender***, public or selective is determined. 2.2 Expressions of interest are sought. 2.3 Expressions of interest are evaluated and potential tenderers short listed.
3. Receive and assess tenders	3.1 Documents are received and opened in accordance with ***organisational policies and procedures.*** 3.2 Tenders are checked for compliance with conditions set out in request for offers. 3.3 Details of tenders are compared with established ***evaluation criteria.*** 3.4 Checks are made to ensure that principles of probity, fairness and commercial confidentiality are met throughout the tender process. 3.5 Issues which may require negotiation are identified.
4. Select successful respondent/s	4.1 ***Selection*** is based on evaluation criteria and relevant factors affecting the tender. 4.2 Selection is ethically sound and does not breach probity principles. 4.3 All actual or potential conflicts of interests are disclosed. 4.4 Where possible the contractor is selected from a registered panel of contractors who are proven to have the relevant expertise and capacity. 4.5 Contractor's price and conditions are examined in

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ELEMENT	PERFORMANCE CRITERIA
	order to determine that the offer is clear, calculable and not open to manipulation.
	4.6 A cost-benefit analysis shows that the selected contractor offers best value for money.
5. Finalise contract details	5.1 Letter of acceptance outlines all relevant requirements for signing of documentation and satisfaction of pre-commencement conditions.
	5.2 Discrepancies and disagreements about proposed supply arrangements are clarified and resolved prior to entering into the agreement.
	5.3 Contract is properly executed by the successful proponent and is in accordance with legal requirements.
	5.4 Unsuccessful tenderers are briefed if appropriate.
	5.5 Contract conditions are read and understood by all personnel involved in contract administration.
	5.6 Contract documents are prepared, approved and distributed.
	5.7 Fulfilment of any ***outstanding requirements*** is checked and rectified if necessary.
6. Evaluate performance of the contract on completion	6.1 Contract conditions and responsibilities are reviewed with relevant personnel to ensure satisfactory completion of contract.
	6.2 Contract completion is authorised in writing to confirm completed services have been undertaken according to contract objectives and specifications.
	6.3 ***Contractor performance***/level of service is evaluated against agreed benchmark.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- establish effective feedback and monitoring systems
- implement risk management plans
- monitor and review contract performance
- plan effectively and solve problems
- supply information relevant to contract performance

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Required Knowledge

- assessment of tenders
- award of contracts
- basics of contract law
- contract administration
- contract requirements
- negotiation processes
- organisational procedures and guidelines for the calling of tenders
- principles of quality assurance
- risk management principles
- sources of legal advice
- terms and conditions

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Demonstration of knowledge and skills required to award, manage and evaluate a contractor's performance and attend to any variations and difficulties which arise during the course of the contract. **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated contract management environments.
Context of and specific resources for assessment	**Context of assessment** Evidence should be gathered over a period of time in a range of actual or simulated contract management environments. **Specific resources for assessment** Evidence of competent performance by observing an individual in a contract management role within the workplace or simulated environment. Knowledge may be assessed through written assignments, project reports, debriefings and action learning projects.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised***

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wording in the Performance Criteria is detailed below.

Forms of tenders may include:	• public • selective
Evaluation criteria may include:	• project objectives • technical specifications • risk • user requirements • timing resources – staff • supplies • budget • environmental policies
Selection of contractors may be based on:	• assessment against evaluation criteria • expertise of contractor • resources allocated to project • contractor's proven performance record • contractor's reputation for quality • contractor's background knowledge of the project • contractor's understanding of organisational requirements • availability of contractor • estimated cost
Performance of contractors may be evaluated on:	• progress towards milestones and objectives • adherence to proposed timelines • adherence to estimated costs • access to resources • staff • supplies • materials • goods • advice • implementation of recommendations • technical specifications • quality assurance • environmental policies
Outstanding requirements may include:	• insurance (public liability • professional indemnity • WorkCover • personal accident) • evidence of covers • security deposits/bank guarantees • warranties of equipment performance

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Monitoring of contractor performance may include:	• site visits • inspections • project management meetings • progress meetings • reports validation of quality systems • partial or full audits
Organisational policy and procedures may vary between sectors and organisations and may include:	• legislation relevant to procurement • legislation relevant to the organisation • operational corporate and strategic plans • operational performance standards • organisational personnel practices and guidelines

Unit Sector(s)

Not applicable.

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PUAOHS002B Maintain safety at an incident scene

Modification History

Release	TP version	Comments
3	PUA12 V2.1	Editorial changes.
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency to recognise potential health and safety risks and take action to eliminate or control those risks at incident scenes, to prevent injury to self, other personnel or members of the public.

Application of the Unit

This unit applies to all public safety workers attending an incident scene, and links to the individual's responsibility to maintain personal safety and to be aware of how actions affect the safety of others, including team members, other agency workers, and general public.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAFIR215 Prevent Injury (Fire sector specific)

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance Criteria describe the required performance

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essential outcomes of a Unit of Competency.	needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine hazards at incident site	1.1 Issues affecting safety of self and other personnel are established by identification of ***hazards*** and assessment of ***risks***, and by liaison with others at the scene. 1.2 Relevant operational safety procedures are implemented in accordance with organisation's policies. 1.3 Duties are undertaken in line with organisational health and safety codes of practice and ***relevant legislation.***
2. Implement hazard controls at incident scene	2.1 Hazards are identified and mitigation procedures are selected in line with work instructions and procedures. 2.2 Hazardous situations rectified where possible and reported and/or recorded according to organisation's policies and procedures. 2.3 Changes in situation and/or conditions are reported immediately to ***designated person.*** 2.4 ***Hazard controls*** are monitored and communicated to relevant personnel to ensure continuing effectiveness. 2.5 Hazard control and mitigation measures are implemented with minimum damage to the environment, while maintaining safety of self and others. 2.6 Incident/accident scene is effectively secured to preserve the scene and maintain ***public safety*** in line with legislative requirements.
3. Maintain personal safety	3.1 ***Personal protective clothing and equipment*** is selected and checked according to organisational procedures to ensure it is operational prior to entry into incident situation. 3.2 Personal protective clothing and equipment

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ELEMENT	PERFORMANCE CRITERIA
	appropriate to dealing with the hazard is worn/fitted and used in accordance with organisation's policies and procedures and manufacturer's guidelines.
	3.3 Water and food intake, rest breaks and shelter requirements are maintained.
	3.4 ***Survival technique strategies*** are implemented in accordance with organisation's policies and guidelines.
4. Contribute to maintaining safety of other work group members	4.1 Impact of own actions on safety of others is recognised.
	4.2 Contact is maintained at all times with other work group members.
	4.3 Signals are correctly used, interpreted, confirmed and acted upon in a timely manner.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate non-verbally and verbally
- follow procedures and instructions
- record information
- use communication equipment
- work with others in a team situation

Required Knowledge

- accidents and incidents
- commonly encountered hazards and procedures and safety precautions to prevent injury on encountering various hazards
- employee responsibilities and obligations
- food intake
- hazards
- heat induced illness - factors leading to prevention
- injuries
- labelling and storage of hazardous substances
- manual handling hazards
- means of relaying warnings to other personnel
- methods of hazard control and reporting
- organisation's occupational health and safety policy

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- problems associated with insufficient water intake
- procedures for investigating injuries
- procedures for participating in occupational health and safety arrangements
- procedures for reporting hazards
- protection
- relevant standard operating procedures
- respiratory system - functions
- rest breaks
- State and Territory occupational health and safety requirements
- survival techniques for various situations
- symptoms and treatment
- techniques and aids
- use and limitations of relevant protective clothing and equipment

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence be demonstrated in maintaining personal safety and safety of others. **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** A real life incident, exercise or simulation, or series of tasks are required to demonstrate competence in this unit. This may involve setting scenarios to be completed either individually or as a member of a team. Written or verbal questions may be used as supporting evidence. **Specific resources for assessment** A range of protective clothing and equipment may be required.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

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Working environment may be:	• hazardous • unpredictable • subject to time pressure • chaotic and expose responders to risk
Public Safety workplaces include:	• any location where a Public Safety incident occurs
Response situation include:	• single and multi agency response situations
Hazards include:	• all potential sources of injury or damage to property or the environment including identified and potential hazards to persons • equipment or the environment
Risk is:	• the likelihood of injury or damage occurring and the potential consequences of any injury or damage

Incidents may include:	• a variety of natural or man made events including but not limited to rescues and extrications
	• flood
	• storm
	• tempest
	• natural disaster
	• vehicle
	• aircraft
	• rail
	• industrial
	• civil defence
	• fires:
	  • structural
	  • wild
	  • prescribed burning
	• search and rescue :
	  • urban
	  • rural
	  • sea
	• hazardous materials and dangerous goods

Hazards may be identified by:	• scene assessment • visual inspections • plan reviews • recognising hazard warnings • accessing data bases • interviewing others at scene • seeking expert advice

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Others at scene may include:	• organisational personnel • personnel from other organisations • general public
Hazardous materials may include:	• thermal • mechanical • explosives • toxic • corrosive • asphyxiant • radiation • etiological hazards • mutagenic materials
Biological hazards may include:	• bacteria • viruses • fungi and yeasts • including exotic organisms
Physical hazards may include:	• noise • slippery surfaces • poor visibility • smoky environments • fallen/falling objects • fatigue
Electrical hazards may include:	• pole fires • electrical fires • electricity in damaged/burning structures • energised vehicles/structures due to downed wires • photovoltaic generation systems
Manual handling hazards may include:	• heavy objects • content and shape of containers
Environmental hazards may include:	• temperature • darkness • fire • snow • floods • winds • rain • hail • flora • fauna • postural restrictions and access • terrain

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Hazard control measures may include:	• traffic • erection of barriers • establishment of control zone • use of spill clean up kits • use of electrically insulated tools and equipment • vehicle protection hoses and devices • life support equipment (heat radiation shielded crew cabin • vehicle cabins with/without sprays) • entry control procedures to hazardous areas • decontamination • isolation of electricity supply
Relevant legislation may include:	• state or territory occupational health and safety acts and regulations
Personal protective clothing and equipment may include:	• breathing apparatus • personal lines • air lines • personal distress units • respiratory protection • protective hoods • goggles • hearing protectors • sunscreen • chemical protective clothing • personal flotation devices • wet suits • turnout uniform • gloves • hard hat • safety boots • overalls • chainsaw chaps • bullet proof vests • firearms • batons • handcuffs
Hazard control equipment may include:	• atmospheric monitoring equipment • meteorological equipment • radiation monitoring equipment • oxygen meters • flammable gas detectors

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Reporting may include:	• verbal • written reports • completing standard forms • logs • sitreps • note taking • logging entry to hazardous areas
Designated person may include:	• supervisor • team leader • workplace occupational health and safety representative • officer in charge
Survival strategies which may be applied in:	• buildings • wildfire situations • water • extreme heat or cold
Factors which may require monitoring may include:	• traffic • weather conditions • vegetation type • spectators • temperature • structural integrity • relative humidity • slope • terrain • water supply/pressure • fire development • stream flows • suspect atmospheres
Contact with other personnel may include:	• visual • vocal • touch • radio • audible warnings • signalling

Unit Sector(s)

Not applicable.

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PUAOPE013A Operate communications systems and equipment

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency required to transmit and receive communications in routine and operational situations using the organisation's communications systems and equipment.

Application of the Unit

This unit applies to a person who is required to operate an organisation's communications systems and equipment in support of the tasks they are undertaking. This work may occur either in the field or from a facility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is

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of Competency.	detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Use communications systems and equipment	1.1 ***Communications equipment*** and techniques including ***verbal communications*** and ***voice procedures***, are selected to best meet the task, context and needs of the situation 1.2 Equipment is operated safely to support communications consistent with organisational policies and procedures 1.3 ***Communications system*** is correctly utilised to facilitate transmission and reception
2. Transmit and receive communications	2.1 Information is transmitted concisely and clearly to facilitate accurate reception of the message in accordance with organisational policies and procedures 2.2 Contact is acknowledged, communication is confirmed and action is initiated 2.3 Communication faults and deficiencies are reported according to organisational policies and procedures 2.4 Alternative communications strategies are employed according to organisational procedures to address identified faults and deficiencies in communication 2.5 Communication is processed and recorded in accordance with organisational policies and procedures
3. Maintain communications equipment	3.1 Communications equipment is inspected to ensure operational readiness 3.2 Fault finding techniques are applied and basic maintenance is conducted according to organisational policies and procedures 3.3 Faulty equipment is identified and noted for repair, and documentation is completed in accordance with organisational procedures

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- maintain communications equipment according to organisational procedures
- operate the different communications equipment required by the organisation
- report communication faults and deficiencies according to organisational procedures
- use verbal communication procedures consistent with the organisation's communications system
- utilise the organisation's communications processes and systems

Required Knowledge

- organisational policies and procedures relevant to the operation of communications equipment (such as relevant legislation; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- organisation's communications system
- range of communications equipment available to the organisation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • use communications equipment under non-operational and operational conditions • accurately transmit and receive communications using the organisation's communications systems and equipment. **Consistency in performance** Competency should be demonstrated over time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in an operational environmentor in an industry-approved multi-agency simulated workplace environment. **Specific resources for assessment**

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	Access is required to: • relevant communications equipment.
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Communications equipment may include:	• Computers • Facsimiles • Pagers • Radio • Signalling devices • Telephones (mobile, landline and satellite)
Verbal communications procedures may include:	• Call signs • Coded messages • Emergency procedures • Phonetic alphabet • Pro-words • Use of abbreviations
Voice procedures may include:	• Corrections • Pitch • Repetitions • Rhythm

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Communications systems may include:	• Sentences • Speed • Volume • Communication protocols • Communications software • Organisation's networks • Verbal communication procedures

Unit Sector(s)

Not applicable.

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PUAOPE015A Conduct briefings and debriefings

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency required to lead and manage a briefing and a debriefing.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

This unit applies to people who are required to conduct briefings and debriefings in operational and non-operational situations in a range of environments.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit	Performance Criteria describe the required performance needed to demonstrate achievement of the element.

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of Competency.	Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare for the briefing and debriefing	1.1 ***Content and format*** for briefing and debriefing are determined. 1.2 Briefing and debriefing plan is prepared in accordance with organisational policies and procedures. 1.3 ***Relevant personnel*** involved in the ***activity*** are identified and informed of briefing and debriefing requirements. 1.4 ***Safe and appropriate location*** for the briefing and debriefing is selected.
2. Conduct the briefing and debriefing	2.1 Purpose and structure of the briefing and debriefing is outlined to incident personnel. 2.2 Understanding is sought and clarifications are provided, where required. 2.3 Contributions from personnel during the debriefing and evaluation by personnel of their anticipated or actual roles in the activity is encouraged. 2.4 Briefing and debriefing is ***conducted*** in accordance with organisational policies and procedures. 2.5 Briefing and debriefing ***checklist*** is used as appropriate.
3. Conclude the briefing and debriefing	3.1 Contributions of personnel are acknowledged in a positive way. 3.2 ***Briefing and debriefing follow-up action*** is identified and acted upon in a timely manner. 3.3 Debriefing activity is reviewed against the policies, practices and training of the organisation to identify opportunities for continuous improvement and to identify lessons learnt. 3.4 Briefing and debriefing findings are summarised and recorded, if appropriate, in a format suitable for ***subsequent action*** by appropriate personnel.

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate clearly in a group setting
- lead and manage group processes
- prepare briefing and debriefing plans
- provide feedback and encourage contributions from group members

Required Knowledge

- organisational policies
- organisational procedures for activity briefing and debriefing
- practices and training processes in relation to activity

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • communicate effectively with personnel • elicit and encourage contributions to the briefings and debriefings in a constructive and positive way **Consistency in performance** Competency should be demonstrated over time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed conducting briefings and debriefings in a variety of actual and/or simulated workplace contexts. **Specific resources for assessment** There are no specific resource requirements for this unit.
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified

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	assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Content and format for briefing and debriefing may include:	• Collaborative • Descriptive illustrative • Facilitator led • Level of language used • Predetermined (SMEAC) • Problem based
Briefing and debriefing plan may include:	• Appropriate incident information collected prior to undertaking operational activities • Location • Methodology • Participants • Purpose • Subject matter • Timing
Organisational policies and procedures may include:	• Briefing and debriefing formats • Legislation relevant to the operation/incident/response • Legislation relevant to the organisation • Operational, corporate and strategic plans • Operational performance standards • Operational policies and procedures • Organisational personnel and occupational health and safety practices and guidelines • Organisational quality standards

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	• Organisation's approach to environmental management and sustainability
Relevant personnel may include:	• Contractors • Local, state/territory and federal government employees • Operations personnel • Support personnel • Volunteers • Other agency personnel
Activity may include:	• Incidents • Meetings • Public safety campaigns
Safe and appropriate locations may vary according to:	• Ambient conditions (noise, light, smell) • Distractions • Timing of the briefing and debriefing which may be before, during or following an activity • Weather • Whether briefing and debriefing is under operational or non-operational conditions
Briefing and debriefing may be conducted:	• After a meeting/event • As soon as possible following an incident • At convenient time after the incident • At regular intervals • At shift change over • Immediately after the incident • Prior to undertaking training • Prior to undertaking workplace projects and other work related activities • When incident personnel have been relieved • When personnel return to their home base • When significant changes are anticipated at an incident
Briefing and debriefing checklist may include:	• Control and command • Communications • Damage • Equipment and plant • Fatalities • First aid and medical • Incident background • Incident response • Injuries • Loss

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	• Resources committed to the incident • Strategies to improve response • Stress • Supporting organisations • Welfare
Briefing and debriefing follow-up action may include	• Action taken to address issues identified • Informing participants on the outcomes of the debriefing
Subsequent action may include	• Reporting to appropriate supervisor or agency • Reviewing procedures

Unit Sector(s)

Not applicable.

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PUAPOLFC003B Detect, record and collect physical evidence

Modification History

Release	TP version	Comments
3	PUA12 V1.1	Unit Descriptor revised.
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to process activities involved in recording and collecting physical evidence during ***incident*/*crime scenes*** and ***laboratory examinations***.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Detecting, recording and collecting physical evidence is of the utmost importance and can be applied in various contexts within incident/crime scenes and laboratory examinations.

This unit is relevant for all aspects of handling physical evidence.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Detect and record physical evidence	1.1 ***Physical evidence*** is ***detected*** using observation techniques and appropriate technological methods. 1.2 Physical evidence is collected to prevent contamination or loss. 1.3 Samples collected are sufficient in quantity, where possible, to allow all potential examinations/analysis to be carried out. 1.4 Samples collected are sufficient to represent the ***natural variation*** that occurs in the physical evidence. 1.5 ***Control reference samples*** are collected, where available and appropriate. 1.6 Documented record of the physical evidence is produced in line with agreed agency procedures.
2. Collect physical evidence	2.1 Physical evidence is recorded prior to examination to ensure continuity and accuracy. 2.2 ***Recording methods*** are identified to document the physical evidence in accordance with quality system requirements and within resource limitations. 2.3 Latent evidence is ***collected***/detected by physical or chemical means.
3. Package physical evidence	3.1 Items are ***packaged and stored*** to maintain continuity and prevent degradation or contamination. 3.2 Physical evidence is packaged in accordance with occupational health and safety (OH&S) guidelines. 3.3 Details of evidence collected are entered in case notes and where appropriate in the exhibit register to maintain continuity.

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- analyse, make decisions and solve problems in responding to a range of physical evidence contexts including the systematic examination of items of physical evidence
- collect, package and preserve specific evidence types
- communicate in writing clearly and unambiguously
- handle exhibits and preserve continuity of evidence
- maintain operational safety
- manage resources and time effectively
- use specialised evidence recording equipment as required

Required Knowledge

- application and potential limitations of forensic investigative techniques
- legislative, policy, and quality system context in which forensic examinations are conducted
- legislative, policy, and quality system requirements for search and the seizure of physical evidence
- legislative, policy, and quality system requirements for collecting, preserving continuity and disposing of exhibits
- legislative, policy and quality system requirements for the security, protection and preservation of the evidence
- OH&S practices to be followed when recording, collecting and packaging physical evidence
- range of techniques available for the recording, collecting, packaging and preserving physical evidence
- required forensic documentation for the recording and collection of physical evidence
- role and functions of other forensic discipline specialists in the recording, collection, preservation and continuity of physical evidence

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate	Assessment must confirm the ability to: • maximise the potential evidentiary value of the exhibit

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competency in this unit	**Consistency in performance** Competency should be demonstrated over time and across a range of workplace or simulated situations.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed on-the-job or in a simulated work environment. This unit must be assessed against the relevant discipline such as Crime Scenes, Fingerprints, Documents, Firearms, Toolmarks, Fire and Explosion, Criminalistics or Biology. Competency in this unit in one particular discipline does not imply competence in any other forensic discipline in this same unit. **Specific resources for assessment** There are no specific resource requirements for this unit.
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Incident/crime scenes may	• Civil investigations

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include:	• Controlled drug deliveries • Criminal investigations • Disasters • Drug substitutions • Fire and explosions • Industrial accidents • Search of persons/evidence • Searches and evidence collection • Sudden deaths • Special events • Vehicle collisions • Vehicle identification
Laboratory examinations may include:	• Document examination • Fingerprint development/enhancement/examination • Firearm examinations • Motor vehicle examinations • Shoeprint development/enhancement/examination • Toolmark examinations • Trace evidence examinations
Physical evidence may include:	• Any and all objects • Liquid or gas including the relationship between all such objects • Living or inanimate objects • Objects gross or microscopic in size • Solid • Tyremarks, shoemarks, toolmarks, fingerprints, fibres, biological tissue, blood stain analysis, vehicle examinations, paint, clothing, fire debris and documents
Detection methods may include:	• Chemical • Optical • Physical
Natural variation refers to:	• Diversity of characteristics that occurs in all items of physical evidence
Control/reference samples refers to:	• Control samples which represent background contaminants • Samples collected from a known source (such as elimination fingerprints, hairs from the victim and suspect)
Recording methods can be:	• Audio recording • Computer generated data • Digital imaging

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	• Hand written notes • Global positioning system (GPS) • Photographic • Physical capture • Sketch plan • Video recording
Evidence collection methods may include:	• Hand picking (including use of forceps, gloves) • Swabbing • Sweeping • Tape lifting • Vacuuming
Packaging and storing to maintain continuity and prevent degradation or contamination may include consideration of:	• Drying of wet exhibits • Exhibit labels • Packaging medium • Physical nature of exhibit • Storage temperature • Tamper evident seals

Unit Sector(s)

Not applicable.

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PUAPRO001B Promote a learning environment in the workplace

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency to promote a workplace learning environment in which work and learning are integrated to support the achievement of individual and organisation objectives.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

This unit applies to all Public Safety workers who have leadership roles in their organisation, but is particularly relevant to those workers with supervisory or managerial responsibilities for teams.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Create learning opportunities	1.1 Workplace environments which facilitate learning are developed and supported. 1.2 Learning plans are developed as an integral part of individual/team performance plans. 1.3 Learning plans reflect the diversity of learning styles, development needs and ***learning opportunities.*** 1.4 Individual/team access to, and participation in, learning opportunities is facilitated. 1.5 Consultation with training and development specialists results in the planning and provision of learning which enhances individual, team and organisation performance.
2. Facilitate and promote learning	2.1 Workplace activities are used as opportunities for learning. 2.2 Coaching and mentoring is used to develop workplace knowledge, skills and attitudes. 2.3 The benefits of learning are shared with others in the team/organisation. 2.4 Workplace achievement is recognised by timely and appropriate recognition, feedback and rewards.
3. Monitor and improve learning effectiveness	3.1 Performance of individuals/teams is monitored to determine the type and extent of additional work based support. 3.2 Feedback from individuals/teams is used to identify and introduce improvements in future learning arrangements. 3.3 Change in the workplace environment is facilitated to promote learning. 3.4 Records and reports of competency are documented

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ELEMENT	PERFORMANCE CRITERIA
	and maintained within the organisation's systems and procedures.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- develop learning plans
- develop links between work and learning
- promote collaborative processes in developing a learning environment
- promote the achievement of competencies in the workplace
- provide leadership and support to individuals and teams to develop and maintain a flexible learning environment
- provide or arrange support for those who have learning difficulties
- support and encourage learning by individuals and teams

Required Knowledge

- group dynamics
- learning strategies
- organisation records and reports of competency procedures
- principles of adult learning

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Knowledge and application of strategies which facilitate and promote an effective workplace learning environment. **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Evidence in facilitating and promoting a learning environment in the workplace Knowledge may be assessed through: • written assignment • debriefings and action learning projects.

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Specific resources for assessment

No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Learning opportunities arise from organisation may include:	• objectives • plans • systems • processes • performance plans • quality and continuous improvement processes and standards • resources • participation in committees • managing projects • developing plans • analysis of incidents/response/emergency • organisation's approach to environmental management and sustainability
Learning strategies may include:	• coaching • mentoring • exchange/rotation • action learning • structured training programs

Unit Sector(s)

Not applicable.

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PUATEA002B Work autonomously

Modification History

Release	TP version	Comments
3	PUA12 V2.1	Editorial changes.
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers competency for working as a member of a team or as an individual for periods of time without direct supervision and for mentoring and coaching either in an operational or non-operational environment.

Application of the Unit

This unit applies to all workers working in the Public Safety Industry, but is particularly relevant for new workers to understand the organisation’s expectations and limits in regards decision making.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUATEA001B Work in a team (Fire sector specific)

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Undertake work activities	1.1 Work requirements are identified and undertaken. 1.2 Instructions and directions are understood and implemented. 1.3 Communication is maintained with team leader advising of progress of task/activity. 1.4 Personal safety and safety of others is maintained. 1.5 Any legal requirements and/or ramifications of ***activities*** are communicated to team leader. 1.6 ***Work area*** is determined or selected in accordance with operational or organisation's requirements. 1.7 Equipment is operated in accordance with the manufacturer's specifications. 1.8 OH&S and the organisation's policies and procedures.
2. Accept responsibilities	2.1 Responsibilities are accepted according to the organisation's policy and procedures. 2.2 Team leader is appraised of the outcome of task/activity. 2.3 Any activity that exceeds the scope of the defined task is referred to the supervisor.
3. Set performance requirements	3.1 ***Performance requirements*** are based on objectives and goals and agreed with supervisor.
4. Maintain team performance	4.1 Individual performance is monitored against defined performance requirements and appropriate action taken to maintain performance if required. 4.2 Performance of others is monitored and appropriate action is taken through coaching and mentoring to ensure team objectives and goals are met. 4.3 Supervisor is provided with feedback and

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ELEMENT	PERFORMANCE CRITERIA
	constructive advice.
	4.4 Issues which cannot be rectified or addressed are referred to the supervisor for appropriate action according to the organisation's policy.
	4.5 Supervisor is advised of any changes in priorities or tasks.
	4.6 All ***required documentation*** relevant to performance is completed.
5. Act as a team leader as required	5.1 Responsibility for the performance of the team is accepted.
	5.2 Goals are set, tasks identified and presented to team members.
	5.3 Instructions and directions are communicated to team members clearly and unambiguously.
	5.4 Team members' concerns and queries are recognised, discussed and dealt with.
	5.5 Any legal requirements and/or ramifications of team activities are communicated to team members.
	5.6 Duties, rosters and responsibilities are allocated to team members having regard to the skills and knowledge required to properly undertake the assignment or task and according to organisation's policy and procedures.
	5.7 Feedback on own performance is provided as required.
	5.8 Level of authority is recognised and adhered to.
	5.9 Operational debrief is conducted in accordance with the organisation's requirements.

Required Skills and Knowledge

Required Skills

- communicating instructions and directions
- communicating performance expectations
- completing a range of documentation
- encouraging team members
- informal performance counselling
- providing feedback on performance
- representing issues to management

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- team building

Required Knowledge

- defined OH&S policies and procedures
- knowledge of current principles and practices
- legal requirements and ramifications of team activities
- method of monitoring performance
- organisation's policy for referring performance issues
- organisation's policy relevant to hours of work and work allocation
- organisation's requirements for documenting team performance and activities
- procedures and methods of setting performance expectations
- required to work in a team
- team members' duties and responsibilities

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence be demonstrated in communication of performance expectations and providing feedback to team members. **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** On the job or in a simulated work environment. Where workplace observation is insufficient simulations or case studies may be used. **Specific resources for assessment** No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Scope of allocated task may include:	• extent of activity • content of activity • degree of responsibility for task

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Performance requirements include	• goals • objectives • plans • standards • performance indicators • production rates
Work area may be dependent upon	• activity conducted • road accessibility • logistical support • water availability • vicinity of built-up areas • areas of reduced visibility • distance to operation • hazards • vehicle parking
Performance issues may include:	• occupational health and safety • hours of work details • concerns about ability to complete work • inadequate resources
Appropriate personnel may include:	• manager • human resource personnel • team leader • supervisor • team members
Required documentation may include:	• forms • proformas • incident reports • rosters • timesheets • written reports • logs • standard operating procedures • checklists

Activities may include:	• non operational activities:
	  • tasks
	  • projects
	  • preparing documentation
	• operational activities:
	  • responding in a combat or support role to natural emergencies (fire/flood)
	  • technological/industrial emergencies

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- civil/political emergencies and non-emergency operations including community events
- public relations activities
- sporting events
- parades
- festivals

Conditions under which operational activities may be may include:

- hazardous conditions including adverse weather
- after dark operations
- emergency operations
- difficult terrain
- time pressure
- varying time frames from immediate/short term to long term response operations
- varying access to equipment necessitating the use of improvised techniques
- varying levels of resources
- single or multi organisation responses

Unit Sector(s)

Not applicable.

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PUATEA003B Lead, manage and develop teams

Modification History

Release	TP version	Comments
3	PUA12 V2.1	Editorial changes.
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers competency in achieving organisational objectives and effective working relationships through managing and developing individuals and teams.

Application of the Unit

This unit applies to Public Safety workers who have a management/leadership role that includes basic HR functions and responsibility for ongoing development of the team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUATEA002B Work autonomously (Fire sector specific)

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop and maintain a team	1.1 Work contributions or suggestions from staff are continually sought and encouraged. 1.2 Contributions to team operations are acknowledged and suggestions are dealt with constructively. 1.3 Team members' skills are used and developed according to work requirements. 1.4 Team members are consulted about implementing new work practices.
2. Communicate objectives and required standards	2.1 Team members are provided with up-to-date information concerning the objectives and standards required by the organisation. 2.2 Team members' understanding of objectives and standards is checked. 2.3 Organisational standards and values relating to equal employment opportunity, anti discrimination and workplace harassment are modelled and promoted to team members.
3. Manage and improve performance of teams and individuals	3.1 Relevant and realistic team development plans are based on identified strengths and weaknesses of all team members. 3.2 Regular constructive feedback on all aspects of work performance is provided to individuals and the team. 3.3 Performance is assessed and addressed in a fair and timely manner in accordance with organisational guidelines and procedures.
4. Support and participate in development activities	4.1 Training needs of individuals and the team are identified and assessed on a regular basis in line with organisational guidelines and procedures. 4.2 An action plan to meet individual and team training and development needs is developed, agreed and

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ELEMENT	PERFORMANCE CRITERIA
	implemented. 4.3 On the job training is provided to the required organisational standard and to meet team needs. 4.4 Team members are encouraged and supported to attend ***training*** and to undertake other ***development opportunities.*** 4.5 Coaching and mentoring are utilised as development tools.
5. Provide leadership to individuals and teams	5.1 The link between the function of the team and the goals of the organisation is understood and communicated to the team. 5.2 Participative decision making is used to develop, implement and review work of the team and allocate responsibilities where appropriate. 5.3 Opportunities are given to individuals and teams to develop new and innovative work practices and strategies. 5.4 Delegation to individuals and team members is appropriate and relevant to team objectives and goals in accordance with organisational policy and procedures. 5.5 Allocated tasks are within the competence of team members and supported with appropriate authority, autonomy and training.
6. Manage difficulties to achieve positive outcomes	6.1 Potential or actual conflict between team members or between self and other individuals is recognised and addressed. 6.2 Difficulties in achieving required outcomes are identified, analysed and solutions developed and communicated to appropriate personnel. 6.3 Individuals experiencing difficulties which cannot be addressed within the team are referred to ***appropriate personnel*** according to organisational policies and procedures.
7. Create and maintain conditions for productive work	7.1 Work environment is monitored to ensure it is maintained in line with organisational standards. 7.2 Improvements to working environment are recommended and implemented where possible. 7.3 Workplace hazards are identified or anticipated and managed to maintain safe working conditions.

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- assessing training needs
- conflict resolution and negotiation
- consulting team members
- interpersonal skills
- leading and supervising individuals and teams
- problem solving
- providing constructive feedback

Required Knowledge

- all organisational policies
- anti discrimination and harassment
- industrial awards and agreements
- legislation relevant to work group activities
- occupational health and safety requirements
- organisational personnel practices and guidelines
- organisational policy relating to equal employment opportunity
- organisational quality standards and values
- principles of effective team operation and leadership
- principles of human resource management
- principles of leadership
- procedures
- protocols and standards affecting work group activities
- relevant training courses and development opportunities

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence be demonstrated by team leader meeting objectives and performance requirements. **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** A combination of oral or written presentations on the job and/or in a simulated scenario.

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Specific resources for assessment

No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Training and development opportunities may include:	• formal course participation • on the job training • work experience • external study • conference and seminar attendance • induction • job rotation
Training standards may include:	• industry best practice • legislative requirements • organisational standards • Australian standards • manufacturers' specifications • endorsed competencies
Appropriate personnel may include:	• human resource manager • counsellors • supervisors • team members • managers
Organisational policy procedures requirements and guidelines may vary between sectors and organisations and may include:	• legislation relevant to the organisation • operational • corporate and strategic plans • organisational performance standards • organisational personnel practices and guidelines • organisational quality standards • protocols • standard operating procedures • equal employment opportunity policies • occupational health and safety and welfare policy • learning strategies • codes of conduct • Civil Aviation Orders

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- requirements of regulatory authorities
- search and rescue time/procedures/action
- organisation’s approach to environmental management and sustainability

Unit Sector(s)

Not applicable.

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PUAWER004B Respond to workplace emergencies

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to recognise emergencies in the workplace, to report emergencies and to take appropriate action.

For this unit workplace is defined as the area encompassed by an individual's responsibilities.

This unit has been developed to cover the broad range of emergencies and workplaces as considered in Australian Standard 3745—2010.

Application of the Unit

This unit applies to all personnel within an organisation, within all industries and in all contexts.

This unit places responsibility on individual employees in the workplace to recognise, report and take action during workplace emergency situations. This requirement is consistent with the legislative obligations of employees as prescribed in OHS legislation.

The knowledge and skills gained through the completion of this unit may be applied by all employees across all industries.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for emergency situations	1.1 Current workplace emergency procedures to be used by employees and other workplace occupants are identified and followed. 1.2 Emergency resources in the workplace are identified and located. 1.3 ***Emergency response exercises*** are participated in according to workplace emergency procedures.
2. Report emergencies and potential emergencies	2.1 Emergencies and potential emergencies are identified and reported according to workplace emergency procedures. 2.2 People in any immediate danger from the emergency or potential emergency are alerted according to workplace emergency procedures.
3. Respond to emergency warnings and advice	3.1 ***Emergency warnings*** and advice are responded to according to workplace emergency procedures. 3.2 ***Instructions*** from emergency control response personnel are complied with during an emergency. 3.3 Sources of additional information are identified and information is sought from relevant people if the situation is not clear.
4. Evacuate from the work area	4.1 Need to evacuate from the work area is determined according to the level of immediate danger or instruction issued under the workplace emergency procedures. 4.2 Work area is prepared for evacuation according to workplace emergency procedures and the nature of

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ELEMENT	PERFORMANCE CRITERIA
	the emergency. 4.3 Area of danger is evacuated according to workplace emergency procedures. 4.4 Where it is safe to do so, assistance is provided to ***people who may require assistance.*** 4.5 Evacuation procedures and instructions from emergency control organisation or ***emergency response personnel*** are followed. 4.6 Alternative pathways or methods of evacuation are identified, assessed and chosen according to workplace emergency procedures if usual means of evacuation are blocked or endangered. 4.7 Communication systems are used according to workplace procedures.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate effectively in an emergency situation as outlined in the workplace emergency procedures
- identify an emergency/potential emergency
- adhere to documented workplace emergency procedures

Required Knowledge

- circumstances where evacuation may need to be modified
- emergency reporting systems and procedures used on site
- emergency warning system, signals and instructions used on site
- evacuation alarms and workplace emergency procedures used at the workplace
- location of assembly areas and post-evacuation actions
- location of emergency equipment in the workplace
- procedures for reporting emergencies
- roles, responsibilities and authority of emergency personnel, emergency control organisation and emergency response team
- types of emergencies, the hazards and the evacuation actions associated with each one

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Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to apply workplace procedures; to maintain own safety and the safety of others in emergency situations; and to follow workplace emergency procedures and the advice of emergency control organisation members.

Consistency in performance

Competency should be demonstrated over time with a range of emergencies that could be expected in the workplace including assisting people who may need assistance.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in the workplace or in a simulated workplace.

Specific resources for assessment

Access to:

- scenarios that reflect a range of emergency situations that may be expected in the workplace
- appropriate emergency resources
- range of communication equipment relevant to the workplace
- workplace emergency procedures and documentation

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Emergency response exercises may include

- briefings
- debriefings
- emergency exercises, simulations and reviews
- table/desk top exercises

Emergency warnings may include

- audible/visual alarms
- audible or vibrating pagers
- coded or uncoded public address announcements
- e-mail
- screen alerts
- stench alarms

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People who may require assistance may include	• verbal alert • babies and children • people with a mobility, intellectual, visual, auditory or sensory impairment, either temporary or permanent, who require assistance during an emergency response • people from diverse cultural and linguistic backgrounds • people who are injured • people who are not able to comprehend the instructions given • pregnant women • the elderly
Emergency response personnel may include	• emergency control organisation members • counsellors • emergency response team members • police, fire and emergency services • peer support • recovery team

Unit Sector(s)

Not applicable.

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RIISTD201D Read and interpret maps

Modification History

Release	Comment
1	This unit replaces RIISTD201A Read and interpret maps
2	Removed irrelevant points in Knowledge Evidence; Editorial corrections
3	Required frequency and volume of evidence amended in Performance evidence. Substantial amendments made in Assessment Conditions field, including: references to Industry Sectors, assessor and subject matter expert experience requirements, how assessment should be conducted and what it should confirm.

Application

This unit describes a participant's skills and knowledge required to read and interpret maps in the Resources and Infrastructure Industries.

This unit is appropriate for those working in operational roles.

No licensing or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

1. Plan and prepare for navigation	1.1 Access, interpret and apply navigation documentation and ensure the work activity is compliant 1.2 Obtain, interpret, clarify and confirm navigation information, work requirements and travel details 1.3 Select maps, equipment and navigation aids, and check for accuracy, currency and operational effectiveness 1.4 Identify faults/errors in maps and equipment, and record, report and address issues 1.5 Establish and maintain communication plan
2. Plan the route	2.1 Assess and select route to destination, consider information from map/plan/field observations 2.2 Examine maps, and identify relevant symbols, information and navigation data 2.3 Identify and locate current position in the field, on map/plan

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	using landmarks and key geographical features 2.4 Identify and locate required destination on map/plan 2.5 Review the map route/plan, field observations, and local knowledge 2.6 Identify potential hazards and plan risk control measures 2.7 Measure and estimate distance to destination using map scale for selected route 2.8 Document in writing planned route on a navigation data sheet
3. Conduct navigation	3.1 Navigate planned route and schedule 3.2 Orientate the map/plan to surroundings and planned route 3.3 Use and interpret navigation aids 3.4 Navigate alternative routes to bypass obstacles and improve efficiency of route or course 3.5 Maintain clear and concise communication during navigation activity

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit. Further information is available in the Resources and Infrastructure Industry Training Package Companion Volume.

Unit Mapping Information

RIISTD201A Read and interpret maps

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=88a61002-9a21-4386-aaf8-69c76e675272

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Assessment Requirements for RIISTD201D Read and interpret maps

Modification History

Release	Comment
1	This unit replaces RIISTD201A Read and interpret maps
2	Removed irrelevant points in Knowledge Evidence; Editorial corrections
3	Required frequency and volume of evidence amended in Performance evidence. Substantial amendments made in Assessment Conditions field, including: references to Industry Sectors, assessor and subject matter expert experience requirements, how assessment should be conducted and what it should confirm.

Performance Evidence

Evidence is required to be collected that demonstrates a candidate's competency in this unit. Evidence must be relevant to the roles within this sector's work operations and satisfy all of the requirements of the performance criteria of this unit and include evidence that the candidate:

- locates and applies relevant documentation, policies and procedures
- implements requirements, procedures and techniques for the safe, effective read and interpret map activities including:
  - applying problem solving skills to resolve issues to navigation route
  - applying mathematical skills, including: basic angles and geometry for compass bearings, estimation and measurement
- works effectively with others to undertake and complete read and interpret map activities that meets all of the required outcomes including:
  - communicating by speaking clearly and listening actively
  - demonstrating the practice of working with others to read and interpret maps
  - maintaining written records and reporting
- demonstrates completion of the reading and interpreting of maps that safely, effectively and efficiently meets all of the required outcomes on more than one (1) occasion including:
  - reviewing the map route/plan by identifying and using:
    - symbols
    - navigation data
    - landmarks

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  - geographical features
  - scale
- identifying obstacles and navigating alternative routes
- undertaking a minimum 2 km navigation following established route
- traversing a 2 km route to specified destination
- orienting the map to ground and surrounds
- documenting the navigation route and details on the navigational data sheet
- communicating the planned navigation route to others

Knowledge Evidence

The candidate must demonstrate knowledge of reading and interpreting maps through:

- identifying fatigue management techniques
- identifying and using various types of communication systems and equipment
- engaging map reading and road navigation techniques
- identifying and interpreting types of maps, charts and scales and their uses
- determining representation of topographic features on maps and plans
- determining common scales used on maps and plans
- identifying and using features and use of a compass and factors that affect compass accuracy
- identifying the applications of a GPS
- advantages and disadvantages of different map and chart types and sources of error
- techniques for estimating distance travelled

Assessment Conditions

- An assessor of this unit must satisfy the requirements of the NVR/AQTF or their successors; and Industry regulations for certification and licensing; and,
- this unit is best assessed in the context of this sector's work environment;
- where personal safety or environmental damage are limiting factors, assessment may occur in a simulated environment provided it is realistic and sufficiently rigorous to cover all aspects of this sector's workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills; and,
- this unit must be assessed in compliance with relevant legislation/regulation and using policies, procedures, processes and operational manuals directly related to the industry sector for which it is being assessed; and,
- assessment may be conducted in conjunction with the assessment of other Units of Competency; and,
- assessment must confirm consistent performance can be applied in a range of relevant workplace circumstances; and,
- assessors must demonstrate the performance evidence, and knowledge evidence as outlined in this Unit of Competency, and through the minimum years of current* work experience specified below in an Industry sector relevant to the outcomes of the unit; or,

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- where the assessor does not meet experience requirements a co-assessment or partnership arrangement must exist between the qualified assessor and an Industry subject matter expert. The Industry subject matter expert should hold the unit being assessed (or an equivalent unit) and/or demonstrate equivalence of skills and knowledge at the unit level. An Industry technical expert must also demonstrate skills and knowledge from the minimum years of current work experience specified below in the Industry sector, including time spent in roles related to the unit being assessed; and,
- assessor and Industry subject matter expert requirements differ depending on the Australian Qualifications Framework Level (AQF) of the qualification being assessed and/or Industry Sector as follows:

Industry sector	AQF** Level	Required assessor or Industry subject matter expert experience
Drilling, Metalliferous Mining, Coal Mining, Extractive (Quarrying) and Civil Construction	1	1 Year
	2	2 Years
Drilling, Coal Mining and Extractive (Quarrying)	3-6	3 Years
Metalliferous Mining and Civil Construction	3-6	5 Years
Other sectors	Where this Unit is being assessed outside of the Resources and Infrastructure Sectors assessor and/or Industry subject matter expert experience should be in-line with industry standards for the sector in which it is being assessed and where no Industry standard is specified should comply with any relevant regulation.	

*Assessors can demonstrate current work experience through employment within Industry in a role relevant to the outcomes of the Unit; or, for external assessors this can be demonstrated through exposure to Industry by conducting frequent site assessments across various locations.

**Where a unit is being delivered outside of a Qualification the first numeric character in the Unit code should be considered to indicate the AQF level

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=88a61002-9a21-4386-aaf8-69c76e675272

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SISOBWG201A Demonstrate bushwalking skills in a controlled environment

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to participate in supervised bushwalks. This unit focuses on the demonstration of bushwalking skills through the participation in planned bushwalks and associated activities under the supervision of a suitably qualified leader.

Application of the Unit

This unit applies to those working as assistant bushwalking guides under supervision, in tracked or easy untracked areas that are reliably marked on maps and are obvious on the ground.

This unit may also apply to outdoor recreation leaders working for outdoor education or adventure providers, volunteer groups, not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan for a bushwalk.	1.1. Identify ***food and water requirements*** according to ***principles of nutrition*** and the ***duration of the walk*** to maintain physiological well being during activity. 1.2. Identify an appropriate activity location according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Obtain and become familiar with appropriate map for the intended walk. 1.4. Access ***relevant sources*** to interpret ***weather and environmental information***. 1.5. Identify potential ***hazards*** associated with the activity.
2. Select equipment.	2.1. Select, fit and adjust ***equipment*** to ensure comfort and safety according to ***contextual issues*** and organisational policies and procedures. 2.2. Ensure pack weight is appropriate to body weight and level of fitness. 2.3. Select personal clothing and footwear and identify the design and or construction features that make it appropriate.
3. Apply bushwalking skills.	3.1. Adopt appropriate posture when lifting and carrying backpack. 3.2. Approach ***obstacles*** and hazards in a safe manner and minimise ***risks*** to self and group where possible. 3.3. Apply ***ascending techniques*** and ***descending techniques*** on slopes. 3.4. Follow a route in ***tracked or easy untracked areas***, demonstrating use of ***navigation aids***.
4. Evaluate the bushwalk.	4.1. Evaluate ***relevant aspects*** of the walk. 4.2. Identify improvements for future walks.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to:
  - read and interpret maps
  - analyse weather and environmental information
- planning and organising skills to select an appropriate activity location and equipment
- communication skills to:
  - follow instructions and directions from the supervisor
  - interact with other participants
- numeracy skills to navigate and follow a route using a map and compass
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all bushwalking activities
- minimal impact walking codes to ensure protection of environment
- equipment types, characteristics and technology used for bushwalking, the advantages and disadvantages of the range of equipment provided by supervisor, and factors affecting appropriate selection of equipment
- packing techniques in order to protect personal and group equipment
- clothing requirements for outdoor activities and factors affecting appropriate clothing selection, such as layering and protective clothing
- footwear types, the advantages and disadvantages of different footwear, and factors affecting appropriate selection for the anticipated track conditions
- principles of nutrition to maintain health during activity
- navigation techniques in tracked or easy untracked areas to determine location, direction and potential hazards under supervision
- basic weather and environmental information to ascertain possible conditions and their affect on the activity
- emergency procedures and potential hazards relevant to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies relevant process to plan equipment and supply requirements according to the conditions and duration of the bushwalk
- demonstrates bushwalking techniques including ascending and descending techniques
- seeks advice and feedback from leader to improve skills and ensure safety of self and group
- evaluates and reflects on own bushwalking performance to identify strengths and weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure participation in bushwalking activities in tracked and untracked areas that reflect local conditions and are of sufficient duration to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- resources and information, such as maps and meteorological data, to plan for the bushwalk
- a suitable outdoor location with tracks that are reliably marked on maps, are obvious on the ground and are inspected on a regular basis
- a qualified leader or supervisor
- bushwalking, navigation and safety equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of safe participation and demonstration of bushwalking skills
- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all bushwalking activities
- written or verbal self evaluation
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISOOPS202A Use and maintain a temporary or overnight site.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:	• menu planning and preparation • range of foods • emergency food and water.
Principles of nutrition may include:	• food groups • dietary guidelines • essential nutrients • individual food requirements and allergies.
Duration of the walk may include:	• short walks of up to two hours • day walks • two day walks.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational procedures may include:	• occupational health and safety • emergency procedures • communication protocols • use and maintenance of equipment • code of ethics.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.

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Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards.
Equipment may include:	• bushwalking equipment • navigation equipment • safety and first aid equipment • overnight equipment.
Contextual issues may include:	• weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
Obstacles may include:	• rivers • logs • rocks • gullies • exposed areas.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment failure.
Ascending techniques may include:	• zig-zagging • placing feet down flat with a deliberate step • resting heels on any available projections.
Descending techniques may include:	• placing toes against projections to avoid overstriding • avoiding placing feet down heavily • using flat-footed or stiff-heeled technique.
Tracked or easy untracked areas include:	• those that align with Class 4 Tracks within the Australian Standard for Walking Tracks.
Navigation aids may include:	• maps • compass.
Relevant aspects may include:	• objectives

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- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Bushwalking

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SISONAV201A Demonstrate navigation skills in a controlled environment

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to navigate in controlled environments where there are significant landmarks.

Application of the Unit

This unit applies to those working as assistant outdoor recreation guides, such as bushwalking or skiing, under supervision, in controlled environments that are reliably marked on maps and are obvious on the ground, snow or in the water.

This unit may also apply to outdoor recreation leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for navigation.	1.1. Obtain and become familiar with ***map or maps*** for the activity. 1.2. Identify ***symbols and information*** contained on the map and how these may be used in navigation. 1.3. Apply information contained on the map to plan an efficient route or course and consider all ***relevant factors***. 1.4. Obtain and identify features of a compass and how it is used to maintain a designated course. 1.5. Calculate grid and magnetic bearings using a map and compass. 1.6. Obtain ***additional information*** to assist in navigation from the map. 1.7. Identify emergency or contingency escape routes.
2. Navigate in controlled environments.	2.1. Orientate map to ***surroundings*** with and without the use of a compass. 2.2. Follow a route in ***controlled environments***, demonstrating use of ***navigation aids*** according to ***relevant legislation*** and ***organisational policies and procedures***. 2.3. Apply ***techniques for estimating distance*** travelled. 2.4. Maintain, where necessary, a compass course while bypassing an ***obstacle***. 2.5. Identify unknown features in the field using map and compass. 2.6. Select a route or course for the surroundings and conditions.
3. Evaluate navigations.	3.1. Evaluate ***relevant aspects***. 3.2. Identify improvements for future navigations.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- literacy skills to:
  - read and interpret maps
  - follow instructions and procedures
- planning and organising skills to:
  - obtain navigation equipment
  - plan a route or course
- communication skills to interact with group leader and other participants to maintain a positive and safe environment while navigating
- numeracy skills to navigate and calculate grid and magnetic bearings and distances using a map and compass.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all activities
- different types of maps, and their advantages and disadvantages to enable appropriate map selection
- map features, including symbols, contour lines, scales, grid lines and legends to enable effective map reading
- features of a compass, their use and factors that affect compass accuracy
- route planning and factors that should be considered, such as weather and type of terrain
- navigation techniques in controlled environments to determine distance, location, direction and potential hazards.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to plan a route in controlled environments and demonstrates navigation techniques to orientate and follow directions • seeks advice and feedback from leader to improve skills and ensure safety of self and group • evaluates and reflects on own navigation performance to identify strengths, weaknesses and areas that need improvement.

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Context of and specific resources for assessment	Assessment must ensure participation in navigation activities in controlled environments that are of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a suitable outdoor location, with tracks that are reliably marked on maps, are obvious on the ground and are inspected on a regular basis that align with Class 4 Tracks within the Australian Standard for Walking Tracks • navigation equipment such as map or maps, compass and activity specific equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of the planning and review process with evidence of reference to resources and aids • oral or written questioning to assess knowledge of navigation techniques • observation of safe participation and demonstration of navigation skills, such as maintaining a compass course while bypassing an obstacle • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISOBWG201A Bushwalk in controlled environments or • SISOSKT201A Demonstrate basic cross country skiing skills or • SISORAF201A Demonstrate rafting skills on moving water.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

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wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Map or maps may include:	• cadastral and topographic maps • charts • guide books and diagrams.
Symbols and information may include:	• grid lines and numbers • contour lines • scale • map legend • topographic features • markers and beacons • water depth.
Relevant factors may include:	• type of terrain and gradient • weather conditions • experience • hazards • access to required resources and facilities.
Additional information may include:	• altitude gain or loss • distance • gradient • travelling time • magnetic bearings • water depth.
Surroundings may include:	• ground or terrain • snow conditions • bodies of water • beacons and markers • natural formations • landmarks • man-made features.
Controlled environments may include:	• areas reliably marked on maps • areas obvious on the ground or snow or water • tracks align with Class 4 Tracks within the Australian Standard for Walking Tracks.
Navigation aids may include:	• track and creek junctions and crossings • survey markers • beacons • track markers • cairns

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	• paths • lines • signs • arrows • compass • man-made objects or features • transits.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • use and maintenance of equipment • communication protocols • code of ethics.
Techniques for estimating distance may include:	• time • observation of surroundings • pacing.
Obstacles may include:	• rivers • logs • rocks • gullies • trees • snow conditions • exposed areas.
Relevant aspects may include:	• objectives • planning process • activity site • weather • equipment selection • clothing selection • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.

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Unit Sector(s)

Outdoor Recreation

Competency Field

Navigation

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SISONAV302A Apply navigation skills in an intermediate environment

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to navigate in uncontrolled environments within an activity-specific context. This includes areas with few obvious visible landmarks, minimal clearance and limited modifications made to the natural surface and where the changes in weather and visibility may occur.

Application of the Unit

This unit applies to outdoor recreation guides or instructors working for private outdoor adventure companies and or school based outdoor education programs, such as holiday programs and camps. Activities requiring navigation may include bushwalking, skiing, snowboarding, off - highway motorcycling or mountain biking in uncontrolled environments with few obvious visible landmarks, minimal clearance and signage, limited modifications made to the natural surface and may include terrain and man-made hazards, such as cliff lines or dense forests.

This unit may also apply to navigation on difficult or trackless waterways where there are few obvious visible waterway landmarks and the craft may be affected by wind and or currents and tides.

This unit also applies to outdoor recreation leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for navigation.	1.1. Obtain and become familiar with appropriate ***map or maps*** for the activity. 1.2. Identify ***symbols and information*** contained on the map that may be used in navigation. 1.3. Apply information contained on the map to plan an efficient route or course according to specific activity requirements, ***contextual issues***, ***relevant legislation*** and ***organisational policies and procedures***. 1.4. Obtain and identify essential features of a compass and how it is used to maintain a designated course. 1.5. Calculate grid and magnetic bearings using a map and compass. 1.6. Prepare a ***navigation data sheet***, and identify emergency or contingency escape routes.
2. Navigate in uncontrolled environments.	2.1. Apply ***navigation techniques*** to orientate map to ***surroundings*** with a compass and identify factors that affect accuracy. 2.2. Follow a route in remote, ***uncontrolled environments***, demonstrating use of ***navigation aids*** according to relevant legislation and organisational policies and procedures. 2.3. Apply ***techniques for estimating distance*** travelled. 2.4. Maintain, where necessary, a compass course while bypassing an ***obstacle***. 2.5. Identify unknown features in the field using map and compass. 2.6. Demonstrate technique to fix position and identify unknown features when lost.

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ELEMENT	PERFORMANCE CRITERIA
3. Evaluate navigations	3.1. Evaluate ***relevant aspects*** of navigation. 3.2. Identify improvements or modifications for future navigations in uncontrolled environments.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to:
  - read and interpret maps
  - follow instructions and procedures
  - develop a navigation data sheet
- planning and organising skills to:
  - obtain navigation equipment
  - plan and follow routes and courses
- numeracy skills to navigate and calculate grid and magnetic bearings and distances using a map and compass
- problem-solving skills to:
  - maintain a compass course while bypassing an obstacle
  - fix position and determine current location when lost in uncontrolled environments.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all activities
- different types of maps, sources of error and accuracy, and their advantages and disadvantages to enable selection of appropriate maps
- map features, including symbols, contour lines, scales, grid lines and legends to enable effective map reading
- features of a compass, their use and factors that affect compass accuracy
- route planning and factors that should be considered, such as weather and type of terrain
- navigation techniques in uncontrolled environments to determine distance, location, direction and potential obstacles
- techniques for estimating distance travelled, determining position when lost and navigating around obstacles.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies relevant process to plan a route in uncontrolled environments and demonstrates navigation techniques to orientate and follow directions • navigates around obstacles in uncontrolled environments while maintaining a compass course • evaluates and reflects on own navigation performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in navigation activities in uncontrolled environments that are of sufficient breadth and duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • a suitable outdoor location with uncontrolled environments within an activity-specific context that align with Class 5 Tracks within the Australian Standards for Walking Tracks • navigation equipment such as map or maps, compass, GPS and activity-specific equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of navigation techniques used to maintain a course in uncontrolled environments • observation of safe participation and demonstration of navigation skills, such as maintaining a compass course while bypassing an obstacle and identifying unknown features when lost • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

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- SISOBWG302A Apply intermediate bushwalking skills.

or

- SISOMBK302A Apply advanced off-road cycling skills.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Map or maps may include:

- cadastral and topographic maps
- charts
- hydrographic
- aerial photographs
- guide books and diagrams
- satellite imagery
- digital map
- sketch maps.

Symbols and information may include:

- grid lines and numbers
- contour lines
- magnetic variation
- scale
- map legend
- topographic features
- markers and beacons
- water depth.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Relevant legislation may include:

- occupational health and safety
- permits or permission for access
- environmental regulations.

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Organisational policies and procedures may include:	• occupational health and safety • communication protocols • use and maintenance of equipment • code of ethics.
Navigation data sheet may include:	• grid reference points • grid and magnetic bearings • distances • estimated travelling times • height gain or loss • gradient • identifiable features • escape routes.
Navigation techniques may include:	• use of compass • linear features • point features • attack points • aiming off • collecting features • spiral search • sweep search • backbearings and resections • use of Global Positioning Systems (GPS).
Surroundings may include:	• ground or terrain • snow conditions • bodies of water • beacons and markers • natural formations • landmarks • man-made features.
Uncontrolled environments may include:	• limited modifications to the natural surface • minimal clearance along the track and signage • terrain and man-made hazards • tracks align with Class 5 Tracks within the Australian Standards for Walking Tracks • areas of water where there are few obvious visible landmarks.
Navigation aids may include:	• track and creek junctions and crossings • survey markers • beacons • track markers • cairns

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- paths
- lines
- signs
- arrows
- watch
- weather charts
- man-made objects or features
- transits.

Techniques for estimating distance may include:

- time
- observation of surroundings
- relation to features
- pacing.

Obstacles may include:

- logs
- rocks
- gullies
- trees
- varying snow conditions
- exposed areas
- thick vegetation
- drops and climbs
- marshes and bogs
- fog
- rivers, lakes and dams.

Relevant aspects may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

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Competency Field

Navigation

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SISOOPS201A Minimise environmental impact

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to implement minimal environmental impact practices while participating in and assisting in outdoor recreation activities under supervision.

Application of the Unit

This unit applies to those who work as assistants under direct supervision in a range of roles and settings across the outdoor recreation sector.

This may include outdoor recreation leaders working for outdoor education or adventure providers, volunteer groups, not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Determine the environmental impacts of outdoor recreation activities.	1.1. Identify the ***impacts*** caused by participation in specific outdoor recreation activities. 1.2. Determine the possible ***causes*** of these impacts. 1.3. Identify the consequences of the impact on the environment. 1.4. Source and analyse information on key ***organisational practices and procedures*** used to reduce the environmental impact.
2. Adopt minimal impact practices.	2.1. Follow instructions of ***relevant personnel*** to apply ***minimal impact environmental practices*** and procedures during outdoor activities. 2.2. Use equipment in a manner that reduces impact on the natural environment. 2.3. Demonstrate appropriate behaviour toward the environment when interacting with staff and participants. 2.4. Utilise heritage or cultural sites according to ***relevant legislation*** and or directions from relevant personnel. 2.5. Report ***inappropriate environmental practices*** to relevant personnel.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - follow instructions to implement minimal environmental impact practices in outdoor activities
  - report inappropriate practices
- literacy skills to read and interpret organisational procedures to reduce environmental impact
- problem-solving skills to:
  - anticipate the consequences of outdoor recreation activities on the environment
  - implement strategies to reduce the potential impact.

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Required knowledge

- legislation and codes relating to environmental protection and cultural and heritage protection for the activity area and location to enable outdoor recreation activities to be undertaken responsibly
- area restrictions and resource management requirements to enable compliance during outdoor recreation activities
- basic ecological principles and interrelationships to enable understanding of potential causes and consequences of environmental impact
- organisational procedures for minimal environmental impact practices relevant to specific activities, sites or locations.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • utilises environmental resources responsibly and with minimal impact to participate in outdoor recreation activities • complies with general legislation, land managers requirements, industry codes and activity specific codes of practice to minimise environmental impact • applies contingency management techniques to deal with problems in implementing minimal environmental impact practices.
Context of and specific resources for assessment	Assessment must ensure implementation of minimal impact practices relevant to specific activities, sites and or locations while participating in outdoor recreation activities to demonstrate competency and consistency of performance, on multiple occasions. Assessment must also ensure access to: • an outdoor environment or site to participate in outdoor activity • relevant personnel • documentation such as organisational minimal environmental impact procedures and practices and relevant environmental protection legislation.

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Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the candidate's ability to implement minimal environmental practices while participating in and assisting in an outdoor activity
- written and oral questioning to assess knowledge of key environmental practices and procedures to minimise activity impact appropriate to the locality or site of the outdoor activity
- third-party reports from a supervisor detailing evidence of the candidate's implementation of minimal environmental impact practices during an outdoor activity.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISOODR201A Assist in conducting outdoor recreation sessions
- Activity specialisations.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Impacts may include:

- pollution
- vegetation tramping and breakage
- breakage and dislodgment of rock and other formations
- compaction of soil and other deposits
- disturbance or removal of fauna
- introduction of new flora and fauna
- chemical alteration of environments
- damage to, or inappropriate behaviour in, cultural sites
- graffiti
- reduction in decomposing timber

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	• campfire scars • noise.
Causes may include:	• development of facilities and signs • increased use.
Organisational practices and procedures may include:	• restricting access • limiting group size • seasonal restrictions • use of permits • codes of ethics and conduct • heritage and cultural site protocols and guidelines.
Relevant personnel may include:	• supervisors • resource managers • peak activity groups • custodians.
Minimal impact environmental practices may include:	• avoidance of sensitive areas • site and route selection • limited party size • removal of rubbish • appropriate sanitation practices • use of fuel stoves • use of low impact equipment • keeping to marked tracks or routes • appropriate washing procedures • respect and protection of heritage and cultural sites • camp fire management and rehabilitation.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
Inappropriate environmental practices may include:	• trampling over sensitive areas • leaving rubbish behind • accessing out of bounds areas • disturbing cultural sites.

Unit Sector(s)

Outdoor Recreation

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Competency Field

Field Operations

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SISOOPS202A Use and maintain a temporary or overnight site

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to establish, use and maintain a temporary or overnight site. Temporary sites include sites used for rest stops, overnight camping and emergency shelters.

Application of the Unit

This unit applies to those working in a range of outdoor recreation environments that require use of temporary overnight sites.

This unit may also apply to leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Make logistical arrangements.	1.1. Access local area knowledge and ***information***, and use it to identify suitable ***temporary sites***. 1.2. Identify factors affecting site selection according to ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Access ***relevant sources*** to interpret detailed ***weather and environmental information***. 1.4. Identify ***hazards*** and potential ***human impact*** practices associated with the activity and apply ***risk*** minimisation as advised by the supervisor. 1.5. Identify and plan ***food and water requirements*** according to ***principles of nutrition*** and the duration of the activity. 1.6. Address perishability of various foods, packaging, cooking and storage considerations when menu planning. 1.7. Identify and plan for emergency food and water requirements.
2. Select equipment.	2.1. Select ***equipment*** according to ***contextual issues*** and check its serviceability. 2.2. Select personal clothing and footwear, and identify the design and or construction features that make it appropriate.
3. Establish a shelter.	3.1. Arrange a ***shelter*** according to the prevailing weather and conditions, and ensure comfort and safety. 3.2. Erect a shelter in a manner to reduce ***impact on the natural environment*** according to relevant legislation and organisational policies and procedures.
4. Maintain a temporary site.	4.1. Take measures to remove or avoid hazards and minimise risk at the temporary site. 4.2. Identify the consequences of unhygienic practices and apply recommended procedures to mitigate potential health risks. 4.3. Clean individual and shared utensils according to organisational policies and procedures. 4.4. Identify and apply sanitation practices appropriate to the site to minimise health problems and

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ELEMENT	PERFORMANCE CRITERIA
	environmental impact.
	4.5. ***Pack up*** and clean area when leaving according to relevant legislation and organisational policies and procedures.
5. Evaluate the activity.	5.1. Evaluate ***relevant aspects*** of using and maintaining an overnight site.
	5.2. Identify improvements for future overnight stays.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy and numeracy skills to:
  - read and interpret legislation and organisational policies and procedures
  - analyse weather and environmental information
- planning and organising skills to:
  - allocate and select equipment for overnight stay
  - establish and erect shelter at an appropriate site
- communication skills to:
  - interact with other participants
  - work as a team to set up camp and maintain a positive and safe environment
- problem-solving skills to:
  - deal with unforeseen circumstances
  - keep warm and sheltered, in the case of extreme environmental conditions and or loss of equipment
  - handle and prepare food hygienically
  - apply minimal impact camping techniques
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of camping activities
- minimal impact camping and walking codes to ensure protection of environment
- equipment, clothing, footwear, food and water required for the duration of activity
- packing and maintenance techniques before, during and after the activity to protect personal and group equipment and ensure prolonged life
- principles of nutrition to maintain health and energy during activity

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- food and water in emergency situations to maintain health for prolonged periods
- food preparation and cooking methods used in outdoor environments
- sanitation procedures in outdoor environments to avoid contamination and illness
- types and purposes of different shelters to enable selection and use in various weather conditions
- weather and environmental information to ascertain possible conditions and their affect on the activity including life threatening conditions
- emergency procedures and potential hazards relevant to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • makes logistical arrangements based on knowledge of the area and selects equipment and supply requirements according to the conditions and duration of the activity • applies camping techniques and adapts to contingencies that may arise, such as sudden change of weather • takes precautions to maintain physical well being of self and group, such as hygiene and sanitation procedures to prevent contamination and illnesses • evaluates and reflects on performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure establishment, use and maintenance of a temporary or overnight site on multiple occasions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information regarding site to plan logistical arrangements • a suitable outdoor location • appropriate camping equipment.
Method of assessment	A range of assessment methods should be used to assess

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practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning logistical arrangements for the activity
- oral and or written questioning and reports to assess knowledge in relation to human impact on the environment
- observation of establishing and maintaining an overnight shelter
- observation of dealing with contingencies, such as repairing and or improvising on items of essential equipment in the case of breakage or loss.
- written and or verbal self evaluation.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISOOPS201A Minimise environmental impact
- Activity-specific units requiring the use and maintenance of a temporary or overnight site.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Information may include:

- maps and charts
- guide books
- land managers and agencies.

Temporary sites may include:

- rest stops
- activity sites
- temporary or overnight shelter.

Relevant legislation may include:

- occupational health and safety
- permits or permission for access
- environmental regulations
- marine regulations.

Organisational policies and procedures may include:

- occupational health and safety
- use and maintenance of equipment
- camp fire regulations

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- emergency procedures
- code of ethics.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- local knowledge.

Weather and environmental information may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Hazards may include:

- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards.

Human impact may include:

- pollution
- physical damage
- alteration to the environment
- visual
- noise
- damage to cultural heritage
- crowding.

Risk may include:

- hypothermia
- frostbite
- dehydration
- heat exhaustion
- hyperthermia
- injuries and illness
- insect bites and stings
- food poisoning
- lost party or party member
- falling trees and branches.

Food and water requirements may include:

- menu planning and preparation
- range of foods:
  - perishability
  - packaging

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- storage
- cooking methods.

Principles of nutrition may include:

- food groups
- dietary guidelines
- essential nutrients
- food preparation:
  - methods of cooking
  - safe food handling and hygiene practices
- individual food requirements and allergies.

Equipment may include:

- torch
- tent
- poles
- tarp
- sleeping bag
- cooking system and utensils
- pots and pans
- ropes
- plastic bags for rubbish
- first aid kit
- activity-specific equipment.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Shelter may include:

- tents
- bivvies
- snow caves
- lean-to
- mobile trailers and vans.

Impact on natural environment may include:

- soil
- plants
- water
- geology
- wildlife.

Pack up may include:

- gather all rubbish for removal
- wipe or clean gear.

Relevant aspects may include:

- objectives
- planning process

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- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Field Operations

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SISOYSB201A Demonstrate basic skills to sail a small boat in controlled conditions

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to rig and sail a small boat on a marked course in controlled conditions, under supervision. This unit also focuses on participating in capsize, towing and crew recovery drills.

Application of the Unit

This unit applies to those who assist in small boat sailing activities under supervision in a range of controlled conditions.

This unit also applies to leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to demonstrate

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Plan for the sailing activity.	1.1. Select an activity site or location with ***controlled conditions*** according to ***relevant legislation*** and ***organisational policies and procedures***. 1.2. Access ***relevant sources*** to interpret ***weather and environmental information***. 1.3. Identify potential ***hazards*** within the ***small boat*** sailing environment and implement strategies to reduce ***risks***, as advised by the supervisor. 1.4. Identify ***food and water requirements*** to maintain physiological well being during activity.
2. Select equipment.	2.1. Select small boat and ***equipment*** according to design and construction features and check working condition. 2.2. Identify and select suitable ***sails*** for boat. 2.3. Select clothing suitable for the prevailing and expected conditions. 2.4. Fit and adjust equipment to ensure comfort, safety and suitability.
3. Rig and de-rig small boat.	3.1. Identify the ***main parts of a small boat*** and fittings on the mast and boom. 3.2. Identify ***sails*** and their component parts. 3.3. Use ***appropriate knots*** to rig ***sails***, under supervision.
4. Launch and land small boat.	4.1. Determine ***wind direction*** to identify safe and easy launching location. 4.2. Launch and land the ***small boat*** in calm, ***controlled conditions*** while maintaining stability, direction and ***speed control***. 4.3. Adopt position on the ***small boat***, and secure the centreboard and rudder.
5. Sail a marked course in calm conditions.	5.1. Apply ***primary boat controls***, and identify their effect on boat movement. 5.2. ***Determine wind direction and use wind, wind indicators and directional change to follow the marked course***. 5.3. Use wind indicators and angle of the sail to vary speed ***and*** use a basic heave to as a reference point. 5.4. Identify when the boat is being sailed close hauled and sail to the destination directly upwind 5.5. Identify the No-Go Zone perimeters and tack the boat from close-hauled to close-hauled.

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ELEMENT	PERFORMANCE CRITERIA
	5.6. Determine when the boat is being sailed on a dead run and gybe the mainsail while the boat remains sailing on a dead run. 5.7. Identify potential hazards of gybing while sailing downwind, and implement strategies to avoid the unexpected gybe.
6. Perform capsize drills.	6.1. Identify and implement procedures for capsize according to relevant legislation and organisational policies and procedures. 6.2. Demonstrate technique and order of events to right a small boat, as part of a team, according to organisational policies and procedures.
7. Participate in towing drills.	7.1. Identify situations requiring ***towing*** and prepare boat for towing. 7.2. Tow boat safely under instructor guidance, according to organisational policies and procedures. 7.3. Release ***boat*** from tow under instructor guidance, according to organisational policies and procedures. 7.4. Implement, under direct supervision and instructor guidance, a ***crew recovery drill***, in the event of separation of a crew member from the boat.
8. Return small boat ashore.	8.1. Prepare and raise centreboard and rudder for return. 8.2. Carry and stow the ***small boat*** according to supervisor's directions and organisational policies and procedures. 8.3. Stow or store ***equipment*** according to manufacturer's recommendations, supervisor's directions and organisational policies and procedures.
9. Evaluate sailing activity.	9.1. Evaluate ***relevant aspects*** of the activity. 9.2. Identify improvements for future small boat sailing experiences in controlled conditions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- problem-solving skills to:
  - rig boat using suitable knots
  - determine wind direction
  - maintain stability, position, direction and speed control
  - determine when the boat is being sailed on a dead run
- planning and organising skills to:

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  - select an appropriate location with controlled conditions
  - source small boat, equipment, and food and water
  - prepare for capsizing and towing drills
- numeracy skills to:
  - select correct sized sail for boat
  - use the angle of the sail to slow and speed up the small boat
  - determine points of sail in relation to course, wind direction and angles
- literacy skills to interpret and apply weather and environmental information, relevant legislation and organisational policies and procedures
- communication skills to interact with other craft and crew members
- teamwork skills to:
  - right a small boat after capsize
  - assist and support crew members in all aspects of sailing a small boat
- emergency response and crew recovery skills to enable initial response to emergencies.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of sailing activities
- rules of the road to safely sail alongside other water craft
- types of small boats and equipment, characteristics and technology used for sailing
- knots and their application to a sailing setting to enable accurate rigging of sails
- sailing manoeuvres and techniques to enable negotiation of courses
- sailing and weather terminology to enable clear communication between crew members
- the main points of sailing and sail positions to manoeuvre small boat efficiently
- information on tide and wind to safe launching, landing and manoeuvring
- capsize procedures and methods to right a small boat
- food and water requirements to maintain health and energy during activities
- weather and environmental information to ascertain possible conditions and their affect on the activity
- emergency, towing and recovery procedures to ensure risk minimisation.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate	Evidence of the following is essential: • selects small boat and equipment suitable for

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competency in this unit	controlled conditions and uses terminology to identify parts and fittings of small boat • rigs small boat using appropriate knots, and launches, lands and returns boat while maintaining stability, direction and ***control*** • applies capsize procedures to right a small boat, and participates in towing and crew recovery drills while maintaining adequate communication with crew • evaluates and reflects on own small boat sailing performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure participation in multiple small boat sailing activities in controlled conditions that are of sufficient duration to demonstrate competency and consistency of performance. Assessment must also ensure access to: • resources and information to plan and select equipment for the sailing activity • a suitable location with sheltered waters, light winds of 0-8 knots, wave height up to 0.3m, and controlled conditions suitable to participants • a qualified leader or supervisor • a small sailing boat, suitable sails and safety equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of small boat sailing environments, including wind direction and speed and possible hazards • observation of safe participation and demonstration of basic small boat sailing techniques and manoeuvres • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

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wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Controlled conditions may include:	• light winds of 0-8 knots • sheltered waters with partially smooth waters • wave height up to 0.3m.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
Organisational policies and procedures may include:	• occupational health and safety • use, maintenance and storage of equipment • communication protocols • ***sailing etiquette*** • minimal impact environmental codes • code of ethics.
Relevant sources may include:	• Bureau of Meteorology • media • land managers or agencies • coastal patrol or coastguard • volunteer marine rescue • local knowledge.
Weather and environmental information may include:	• satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river heights • synoptic charts • high and low tides.
Hazards may include:	• temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards • slippery or unstable shore • poor posture, poor technique • poor carrying techniques • loose or insecure craft when being transported

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	• other craft.
Small boat may include:	• 18ft and under • single masted unballasted mono or multi-hulled vessel • stayed or unstayed mast • one, two or three sails.
Risks may include:	• hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment and course failure.
Food and water requirements may include:	• range of foods • energy content • hydration.
Equipment may include:	• safety and rescue equipment • protective equipment • small boat • sails.
Sails may include:	• mainsail • jib • spinnaker.
Appropriate knots may include:	• figure of eight • bowline • half hitch • reef knot • rolling hitch.
Primary boat controls may include:	• mainsail • jib • balance • trim • centreboard.
Towing may include:	• single tow • multiple tow • pick-up of tow • release from tow.
Crew recovery drills may include:	• maintain sight of crew overboard at all times • teamwork • approach and stop to leeward of crew member in water • slow speed of approach

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Relevant aspects may include:

- assist crew on board.
- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Yachting - Small Boat

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SISXMGT001 Develop and maintain stakeholder relationships

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop and maintain an effective relationship with key stakeholders who contribute to and influence the delivery of services.

This unit applies to managers or program coordinators who work with some autonomy. Work is performed according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Management and Leadership

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify the role and function of key stakeholders.	1.1 Identify key stakeholders and personnel that impact on the organisation and its service delivery. 1.2 Access and analyse information on the roles and functions of key stakeholders.

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	1.3 Determine the decision making processes within key stakeholder organisations and their impact on the organisation.
	1.4 Research types of information and resources available from key stakeholder personnel.
2. Develop and implement strategies to promote effective stakeholder relationships.	2.1 Consult with stakeholders to establish their needs.
	2.2 Plan activities to facilitate effective rapport with stakeholders.
	2.3 Adopt communication techniques and methods appropriate to the needs of stakeholders.
	2.4 Identify and respond to factors that may negatively impact stakeholder communication
	2.5 Develop strategies to maintain working relationships with stakeholders.
3. Evaluate stakeholder relationships.	3.1 Seek feedback from stakeholders on communication and engagement activities.
	3.2 Assess organisational strategies in developing effective working relationships with stakeholders.
	3.3 Modify strategies in consultation with key organisational and stakeholder personnel.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

SISCCRD304A Work with key stakeholders

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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Assessment Requirements for SISXMGT001 Develop and maintain stakeholder relationships

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop, implement and evaluate strategies to promote effective stakeholder relationships with at least two of the following stakeholder types:
  - government agencies
  - funding agencies
  - community organisations
  - peak bodies
  - boards of management
  - enterprises
  - industry associations
- select and use at least three different techniques and methods for stakeholder communication.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key stakeholders likely to impact the organisation and the types of strategies and communication methods for building relationships, as specified in the Performance Evidence
- roles and functions of different stakeholders in the industry and how these are changing in relation to:
  - funding
  - management
  - decision-making
  - sponsorship
- organisational policies and procedures for stakeholder relationship management:
  - stakeholder consultation and engagement
  - communication protocols and methods for different situations
  - evaluation measures and criteria
  - conflict resolution procedures

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    - information management and security
- strengths and weaknesses of different types of stakeholder communication
- barriers to effective communication with stakeholders and ways to respond
- information and resources of stakeholders:
    - facilities
    - equipment
    - grants or funding
    - personnel
    - services
- legislative requirements relating to communication of information.

Assessment Conditions

Skills must be demonstrated in:

- a workplace or simulated industry environment.

Assessment must ensure use of:

- legislative information related to communication of information
- information about stakeholder groups / organisations
- individuals and groups with whom the candidate builds relationships; these can be:
    - individuals in industry organisations, or
    - individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.

Assessment activities that allow the individual to:

- plan and implement strategies over time.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b

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SITEEVT010 Manage on-site event operations

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to manage on-site operational activities for the staging of events. It requires the ability to finalise operational plans, oversee event set-up, execution and break-down, and evaluate the operational success of events.

This unit is relevant to events that are diverse in nature and are coordinated in many industry contexts, including the tourism, hospitality, sport, cultural and community sectors.

It applies to event coordinators and managers as well as venue duty, front of house and operations managers who operate independently, and are responsible for operational decisions. They may work in event management companies, in event venues, or in organisations that organise their own events.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Events

Unit Sector

Events

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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essential outcomes.	demonstrate achievement of the element.
1. Finalise event preparations.	1.1. Check final arrangements for event and address any discrepancies or outstanding matters. 1.2. Analyse event requirements and develop plans and procedures for event staging. 1.3. Prepare and collate operational documentation to facilitate effective on-site management, and distribute to relevant personnel. 1.4. Develop and provide event briefings to relevant personnel in advance of event. 1.5. Minimise use of printed materials and maximise electronic transmission of documents to reduce waste.
2. Oversee event set-up.	2.1. Establish on-site contact with contractors and reconfirm all requirements. 2.2. Assess all aspects of event set-up against prearranged service agreements and check for safety and ease of attendee access. 2.3. Identify deficiencies and discrepancies and take prompt action to resolve. 2.4. Conduct final briefing on event operational details, including communication and control mechanisms.
3. Monitor event operation.	3.1. Monitor event operation through observation and communication with relevant personnel to ensure effective delivery of services. 3.2. Identify and quickly evaluate operational problems as they arise and take prompt action to resolve. 3.3. Monitor compliance with environmental and social sustainability procedures to ensure minimal impacts. 3.4. Liaise with client throughout event to ensure satisfaction with service delivery and make necessary adjustments.
4. Oversee event break-down.	4.1. Ensure event break-down is completed according to agreements. 4.2. Check and sign invoices according to contractor agreements. 4.3. Debrief relevant personnel to improve future event service delivery.
5. Evaluate operational success of event.	5.1. Obtain feedback from customers and seek input from personnel and contractors on event operations. 5.2. Reflect on and evaluate operational problems. 5.3. Provide recommendations for improvements to future event management practices.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret complex event planning documentation.
Writing skills to:	• write complex and detailed, yet easily accessible, event operational documents.
Oral communication skills to:	• provide precise instructions to event team members and contractors throughout the operation of the event • negotiate solutions and provide clear instructions when problems arise.
Numeracy skills to:	• interpret event budgets and event service agreement costings to determine correct on-site supply of contracted services • work quickly and accurately with budget figures to calculate effect on event profitability when resolving on-site problems.
Problem-solving skills to:	• negotiate solutions with clients, and internal and external personnel under pressure where time constraints play a key factor.
Teamwork skills to:	• lead a team of event staging personnel and external contractors to effectively deliver events • consult with team members and take account of suggested solutions to on-site staging problems.
Self-management skills to:	• take responsibility for the finalisation of event plans and on-site coordination of the delivery of the event.
Technology skills to:	• use calculators, computers, software programs and printers for processing event documentation • use two-way communication equipment for on-site management.

Unit Mapping Information

SITXEVT505 Manage on-site event operations

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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Assessment Requirements for SITEEVT010 Manage on-site event operations

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- manage on-site event operations for at least one event type listed in the knowledge evidence with multiple operational components, overseeing event:
  - set-up
  - operation
  - break-down
- develop comprehensive plans, procedures and operational documentation for staging at above event
- conduct event briefings prior to and following the above event
- liaise and consult with contractors and other relevant personnel during event finalisation, operation and break-down to ensure service agreements are met and potential risks are mitigated
- manage on-site event operations in live time where commercially realistic time pressures and constraints play a key factor.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- types of events:
  - business and corporate
  - entertainment and leisure
  - exhibitions, expositions and fairs
  - festivals
  - fundraising
  - government and civic
  - marketing
  - meetings and conventions
  - sports
- characteristics of different types of events; their purpose, format and running order
- personnel and others involved in the operation of an event:

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    - clients
    - contractors
    - event operations team
    - exhibitors
    - merchandisers
    - organising committee
    - sponsors
    - suppliers
    - venue coordinators or duty managers
    - volunteers
- roles, responsibilities, hierarchy of controls, and reporting for event staging of:
    - corporate clients
    - internal event team members, venue personnel and external contractors
    - on-site event manager
- features and functions of two-way communication equipment used to facilitate communication between event personnel
- techniques for managing stress and time during operation of events
- types of event contractors:
    - caterers
    - display suppliers
    - entertainers
    - food and beverage personnel
    - florists
    - equipment hire companies
    - registration and ticket sales specialist companies
    - security personnel
    - speakers and facilitators
    - suppliers of technical equipment and services
    - venue coordinators or duty managers
- key features and functions of event staging products and services:
    - catering
    - displays, stands and signage
    - exhibitor services
    - security
    - talent
    - technical equipment and services:
        - audiovisual
        - lighting
        - rigging
        - sets

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    - sound
    - special effects
    - stage design
  - venue or site:
    - furniture
    - layouts
    - registration areas and equipment
    - styling
- styles used in venue room set-up and their different purposes:
  - banquet
  - classroom
  - cabaret
  - theatre
  - u shape
- formats for, inclusions, and uses of:
  - operational plans and procedures used to manage on-site event logistics:
    - event documentation issued to operational personnel and contractors
    - briefing papers
    - running sheets for delivery of event
    - registration reports
    - layout plan for venue or site
  - event service agreements
- key environmental and social impacts of event delivery and minimal impact procedures to reduce them:
  - reducing impacts on the lifestyle of neighbouring residents
  - maintaining natural and cultural integrity
  - recycling and disposing of waste, especially hazardous substances
  - safety for crowds and the movement of large numbers of attendees
  - use of energy, water and other resources during event set up, operation and break down
- control measures to mitigate risk for:
  - attendees
  - contract staff
  - personnel
  - volunteers
- components of event break-down:
  - correctly removing infrastructure and facilities to ensure site is left in good condition
  - debriefing participants, exhibitors and contractors
  - directing event team member participation
  - liaising with venue and site personnel

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- overseeing recycling and environmentally sound disposal of waste
- packing and removing items.

Assessment Conditions

Skills must be demonstrated in an operational events context where the management of on-site event operations is required. This can be:

- a live event
- a simulated industry event set up for the purpose of skills assessment.

Assessment must ensure access to:

- dedicated event budgets
- venues and sites where events are operated
- computers, software programs and printers currently used by the events industry to prepare event documentation
- two-way communication equipment for on-site management
- industry current operational documents used to facilitate effective on-site management:
  - briefing papers
  - contact numbers for contractors and/or emergency services
  - copies of agreements with contractors and/or clients
  - event program and scheduled time for activities
  - event orders
  - incident reports
  - itemised lists of resources, suppliers and costs
  - layout plan for venue or site
  - plans and procedures
  - registration reports
  - risk assessments
  - running sheet for delivery of event
  - service vouchers
  - signage
  - sign-in and sign-out sheets
  - site maps
  - staffing rosters
- client's internal event team members, venue personnel and external contractors with whom the individual can interact; these can be:
  - those in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

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Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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SITTVAF005 Fill LPG gas cylinders

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to safely fill liquefied petroleum gas (LPG) cylinders up to a maximum of 9kg. It requires sound knowledge of working with volatile and hazardous gas and how to respond to an emergency.

The unit is relevant to holiday parks and resorts and other associated hospitality or retail workplaces that provide LPG cylinder filling services.

It applies to frontline service or supervisory personnel who operate with a level of independence. Work is undertaken according to organisational policy and procedures and relevant legislative requirements.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Venue and Facility Operations

Unit Sector

Tourism

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Implement work health and	1.1.Implement safe work practices when preparing,

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safety policies and procedures for working with LPG.	undertaking and finalising LPG decanting. 1.2.Lift and carry LPG cylinders following manual handling procedures. 1.3.Carry out first aid in the event of a cold burn. 1.4.Identify, eliminate or control hazards in LPG decanting area as they arise. 1.5.Report and document safety issues, hazards or incidents according to organisational work health and safety (WHS) reporting procedure. 1.6.Explain safe LPG decanting practices and relevant WHS procedures and information to customers and colleagues. 1.7.Participate in LPG WHS consultation processes.
2. Check LPG decanting cylinder for compliance.	2.1.Locate required warning notices and verify they are correct in accordance with legislative requirements. 2.2.Inspect decanting cylinder to confirm it meets safety regulations, standards and statutory requirements. 2.3.Ensure appropriate firefighting equipment is in place and has been tested within the required timeframe. 2.4.Rectify areas of non-compliance or refer to appropriate personnel as required.
3. Prepare for filling of cylinders.	3.1.Locate LPG decanting tool kit and confirm required tools and equipment are available. 3.2.Inspect LPG cylinders to confirm they are safe to fill according to legislative requirements and national standards. 3.3.Explain to customers the specific reason and potential safety risks if cylinder does not comply. 3.4.Retain hazardous cylinders according to organisational policies and procedures as required and offer customer alternative options. 3.5.Drill holes in hazardous LPG cylinder to ‘make safe’ if customer insists on having it returned. 3.6.Scan decanting area to ensure it is safe to commence decanting process. 3.7.Earth cylinder and discharge body build-up of static electricity. 3.8.Put on required protective equipment.
4. Fill cylinders.	4.1.Place cylinder in an upright position, connect decanting hose and commence filling. 4.2.When cylinder is full safely close bleed valve, remove filling hose and finalise decanting. 4.3.Check cylinder for leaks and empty if required.

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	4.4. Secure all tools and equipment and lock decanting cylinder.
5. Follow LPG emergency procedures.	5.1. Respond to LPG emergencies according to organisational emergency procedures and call for assistance from colleagues and authorities as required. 5.2. Clean up following emergencies and check all equipment for damage. 5.3. Repair, replace or re-order damaged equipment as required. 5.4. Complete LPG emergency incident and hazard report.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret unfamiliar and complex materials describing regulatory requirements for LPG safety management and organisational policies and procedures.
Writing skills to:	• prepare reports on hazards and the effectiveness of LPG safe management practices and, recommendations for change • create accurate written records according to WHS policy and procedures and regulatory compliance.
Problem-solving skills to:	• analyse LPG safety requirements, deficiencies and recommend change.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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Assessment Requirements for SITTVAF005 Fill LPG gas cylinders

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- demonstrate the liquefied petroleum gas (LPG) decanting process safely for at least three LPG cylinders following organisational policy and procedures for:
  - storage of tools, equipment and cylinders
  - correct positioning of LPG decanting cylinder
  - handling and transportation of full and empty LPG cylinders
  - filling cylinders
  - testing newly filled cylinders for leaks
- explain procedure to identify a hazardous cylinder and explain organisational policy and procedures for:
  - notifying customers of hazards and offering alternatives
  - retention and safe storage of hazardous cylinders
  - emptying hazardous cylinders as required
  - making cylinders safe
  - reporting and recording the identified hazard or potential hazard
- explain procedure for responding to each of the following emergency situations:
  - leaking decanting cylinder
  - leaking customer cylinder
  - LPG cylinder on fire
  - fire in location of LPG cylinders
  - vehicle driving into decanting cylinder
  - naked flame in proximity of decanting process
  - decanting cylinder leak into drainage system
  - LPG explosion
- explain procedure to complete incident reports for three of the emergency situations listed above.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

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- properties of LPG and its potentially highly volatile and dangerous nature
- potential hazards associated with LPG gas and methods of control
- unsafe conditions or environment when working with LPG:
  - damage to plant equipment
  - breaches in procedures
- required warning notices and their correct positioning
- HAZCHEM/HAZMAT symbols associated with LPG
- current legislation relating to filling LPG cylinders:
  - Australian New Zealand Standards AS/NZS1596 The storage and handling of LP gas
  - Dangerous Goods Act
  - Work Health and Safety Act
- employer responsibilities under the WHS Act to provide a safe workplace
- safe location of LPG decanting cylinder
- regulatory firefighting equipment for LPG and audit timeframe
- tools and equipment required to fill LPG cylinders
- appropriate safe environment to decant LPG
- safe standards for LPG cylinders:
  - capacity greater than 10kg
  - test pressure greater than 3.3 MPa
  - test date less than 10 years old
  - bleed valve fitted that can be easily operated
  - no rust or other damage
  - no leaking fittings
- personal protective equipment (PPE) for decanting LPG and the reason for wearing each:
  - heavy duty gloves
  - eye protection
  - work boots
- safety procedures for controlling static electricity:
  - earthing of cylinders
  - discharging body build-up of static electricity
- manual handling techniques
- operation and purpose of ‘dead man’s handle’
- safe capacity of LPG cylinders and how to identify when cylinders are at capacity
- outcomes of over filling cylinders
- how a ‘cold burn’ occurs and appropriate first aid
- emergency procedures for:
  - leaking decanting or customer cylinder
  - LPG cylinder on fire
  - fire in location of LPG cylinders
  - vehicle driving into the LPG decanting cylinder

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    - naked flame in proximity of decanting process
    - decanting cylinder leak into drainage system
    - LPG explosion
- environmental standards and safe release procedures for emptying LPG cylinders
- potential impact of LPG leaks to environment, workplace, customers and personnel
- alternative options for customers in the event their LPG gas cylinder must be retained
- organisational policies and procedures for:
    - preparing for decanting LPG
    - decanting LPG
    - finalizing cylinders
    - testing filled cylinders for leaks
    - risk management and workplace safety
    - safe storage and delivery of LPG
    - retention of hazardous cylinders
    - ‘making safe’ a hazardous cylinder
    - reporting of hazards and incidents or potential hazards and incidents
- reportable unsafe practices:
    - being asked to participate in unsafe work practices
    - failing to replace unsafe damaged property or fittings
    - ignoring direction of safety signage, supervisors, or managers
    - lack of required safety signage
    - lack of training in health and safety procedures and safe work practices
    - seeing others using unsafe work practices
    - broken or malfunctioning equipment.

Assessment Conditions

Skills must be demonstrated in an operational business or activity where LPG cylinder filling is required and safe working practices must be maintained, this can be:

- an industry workplace
- a simulated environment set up for the purpose of skills assessment.

Assessment must ensure use of:

- relevant documentation:
    - current plain English regulatory documents distributed by the LPG supplier and local work health and safety government regulator
    - policies, procedures, codes of practice and standards issued by government regulators or industry groups
    - LPG safe handling and decanting manuals
    - current organisational policies, procedures and template documents

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    - LPG incident and hazard report identifying:
        - cause of emergency
        - outcome
        - recommendation for prevention of reoccurrence
- safety equipment for decanting LPG:
    - PPE
    - 9kg dry chemical powder fire extinguisher
    - hose attached permanently to a water tap
- tools and equipment for decanting LPG:
    - set spanner or adjustable spanner to fit plug and connection
    - screwdrivers to meet size of bleed valves on different size cylinders
    - lockable padlock on decanting bottle
    - filling hose
- drill and drill bits for making a hazardous cylinder safe
- LPG gas cylinders requiring filling
- LPG decanting cylinder
- required warning notices positioned correctly
- customers and colleagues with whom the individual can interact; these can be:
    - customers or colleagues in an industry workplace; or
    - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and;

- have worked in industry for at least three years where that have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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TAEDEL301 Provide work skill instruction

Modification History

Release	Comments
Release 1	This version first released with *TAE Training and Education Training Package Version 2.0.*

Application

This unit describes the skills and knowledge required to conduct individual and group instruction, demonstrate work skills and assess the success of training and one's own training performance, using existing learning resources in a safe and comfortable learning environment.

It emphasises the training as being driven by the work process and context, and applies to a person working under supervision as a work skill instructor in a wide range of settings not restricted to training organisations,

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Delivery and facilitation

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Organise instruction and demonstration	1.1 Gather information about learner characteristics and learning needs 1.2 Confirm a safe learning environment 1.3 Gather and check instruction, demonstration objectives, and seek assistance if required 1.4 Access and review relevant learning resources and learning

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ELEMENT	PERFORMANCE CRITERIA
	materials for suitability and relevance, and seek assistance to interpret the contextual application 1.5 Organise access to necessary equipment or physical resources required for instruction and demonstration 1.6 Notify learners of details regarding the implementation of the learning program and/or delivery plan
2. Conduct instruction and demonstration	2.1 Use interpersonal skills with learners to establish a safe and comfortable learning environment 2.2 Follow the learning program and/or delivery plan to cover all learning objectives 2.3 Brief learners on any workplace health and safety (WHS) procedures and requirements prior to, and during, training 2.4 Use delivery techniques to structure, pace and enhance learning 2.5 Apply coaching techniques to assist learning 2.6 Use communication skills to provide information, instruct learners and demonstrate relevant work skills 2.7 Provide opportunities for practice during instruction and through work activities 2.8 Provide and discuss feedback on learner performance to support learning
3. Check training performance	3.1 Use measures to ensure learners are acquiring, and can use, new technical and generic skills and knowledge 3.2 Monitor learner progress and outcomes in consultation with the learner 3.3 Review relationship between the trainer/coach and the learner, and adjust to suit learner needs
4. Review personal training performance	4.1 Reflect upon personal performance in providing instruction and demonstration, and document strategies for improvement 4.2 Maintain, store and secure learner records, according to organisational and legal requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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Skill	Performance Criteria	Description
Learning	4.1	• Reflects on practice to improve
Reading	1.1, 1.3, 1.4, 2.2	• Sources and interprets processes and procedures, learning resources and information relevant to providing a work instruction and delivery
Writing	1.4, 1.6, 2.3, 2.6, 2.8, 3.2, 4.1, 4.2	• Accurately maintains learner records and documentation appropriate to the learning context and audience
Oral Communication	1.1, 1.6, 2.3, 2.4, 2.6	• Uses appropriate communication strategies to engage, build rapport, provide instruction, monitor progress and provide feedback to individuals or groups
Interact with others	1.2, 1.3, 2.1, 2.5, 2.8, 3.2	• Recognises the importance of consultation and negotiation while collaborating to confirm strategy and achieve required outcomes • Asks questions in order to clarify understanding, and to provide and seek feedback • Builds rapport to establish effective working relationships and to achieve effective outcomes
Get the work done	1.1-1.6, 2.1-2.8, 3.1-3.3, 4.1, 4.2	• Organises and completes work according to defined requirements, taking responsibility for some decisions and sequencing tasks to achieve efficient outcomes • Identifies and responds to potential risks, problems and opportunities for improvement and considers options for different approaches

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEDEL301 Provide work skill instruction	TAEDEL301A Provide work skill instruction	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3

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Assessment Requirements for TAEDEL301 Provide work skill instruction

Modification History

Release	Comments
Release 1	This version first released with *TAE Training and Education Training Package Version 2.0.*

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- carrying out a minimum of three training sessions, involving demonstrating and instructing particular work skills for at least two different individuals or small groups, with each session addressing:
  - different learning objectives
  - a range of delivery techniques and effective communication skills appropriate to the audience.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- learner characteristics and needs
- the content and requirements of the relevant learning program, and/or the delivery plan
- the sources and availability of relevant learning resources and learning materials
- the content of relevant learning resources and learning materials
- training techniques that enhance learning, and when to use them
- introductory knowledge of learning principles and learning styles
- key workplace health and safety (WHS) issues in the learning environment, including:
  - roles and responsibilities of key personnel
  - responsibilities of learners
  - relevant policies and procedures, including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency procedures
  - risk controls for the specific learning environment.

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Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment and include access to any necessary workplace documents.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3

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TAEDEL401 Plan, organise and deliver group-based learning

Modification History

Release	Comments
Release 2	This was first released with *TAE Training and Education Training Package Release 2.1.* Minor update to Assessment Conditions.
Release 1	This version first released with *TAE Training and Education Training Package Release 2.0.*

Application

This unit describes the skills and knowledge required to plan, organise and deliver training for individuals within a group.

It applies to a person working as an entry-level trainer, teacher or facilitator structuring a learning program developed by others in, or with, a training and assessment organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Delivery and facilitation

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Interpret learning environment and delivery requirements	1.1 Access, read, and interpret learning program documentation to determine delivery requirements 1.2 Use available information and documentation to identify group and individual learner needs, and learner characteristics 1.3 Identify and assess constraints, and risks to delivery

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Confirm personal role and responsibilities in planning, and delivering training, with relevant personnel
2. Prepare session plans	2.1 Refine existing learning objectives according to program requirements and specific needs of individual learners 2.2 Develop session plans and document these plans for each segment of the learning program 2.3 Use knowledge of learning principles and theories to generate ideas for managing session delivery
3. Prepare resources for delivery	3.1 Contextualise learning materials to meet the needs of the specific learner group 3.2 Finalise learning materials and organise facility, technology and equipment needs in time for delivery of learning sessions 3.3 Confirm overall delivery arrangements with relevant personnel
4. Deliver and facilitate training sessions	4.1 Conduct each session according to the session plan, modified where appropriate to meet learner needs 4.2 Use the diversity of the group as another resource to support learning 4.3 Employ a range of delivery methods to optimise learner experiences 4.4 Demonstrate effective facilitation skills to ensure effective participation and group management
5. Support and monitor learning	5.1 Monitor, and document, learner progress to ensure outcomes are being achieved, and individual learner needs are being met 5.2 Make adjustments to the delivery sessions to reflect specific needs and circumstances 5.3 Manage inappropriate behaviour to ensure that learning can take place 5.4 Maintain and store learner records according to organisational requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 2.1, 3.1, 5.1	• Access, read and interpret documentation relevant to the learning context, including program documents, learning materials, policies and procedures relevant to the context
Writing	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 5.1, 5.2, 5.4	• Develops and maintains workplace documentation accurately and in response to required needs
Oral Communication	1.2, 1.3, 4.1, 4.3, 4.4	• Uses communication techniques to build rapport and explore requirements • Facilitates training in an appropriate style for both individuals and groups
Navigate the world of work	1.4, 5.4	• Recognises and follows organisational protocols, policies and procedures relevant to own role
Interact with others	1.4, 3.3, 4.4, 5.3	• Cooperates and collaborates with others as part of routine activities to achieve team results, and to confirm that outcomes meet requirements • Recognises inappropriate behaviours and the potential for conflict, and implements strategies to maintain an appropriate learning environment
Get the work done	1.1-1.4, 2.1-2.3, 3.1-3.3, 4.1-4.4, 5.1-5.4	• Organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes • Identifies and responds to problems and opportunities for improvement and considers options for different approaches • Uses information and communications technology (ICT) based tools to access, organise, analyse and display information relevant to role

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEDEL401 Plan, organise and deliver	TAEDEL401A Plan, organise and deliver	Updated to meet Standards	Equivalent unit

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Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
group-based learning	group-based learning	for Training Packages	

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3

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Assessment Requirements for TAEDEL401 Plan, organise and deliver group-based learning

Modification History

Release	Comments
Release 2	This was first released with *TAE Training and Education Training Package Release 2.1.* Minor update to Assessment Conditions.
Release 1	This version first released with *TAE Training and Education Training Package Release 2.0.*

Performance Evidence

The candidate must show evidence of the ability to complete the tasks outlined in the elements and performance criteria of this unit, including:

- facilitating group-based learning by preparing and delivering at least three training sessions, including:
  - at least two consecutive sessions of at least 40 minutes duration, that follow one of the learning program designs, to a learner group of at least eight individuals
  - at least one session delivered to a learner group of at least eight individuals, with evidence of how the characteristics and needs of this group were addressed
- identifying and responding to individual needs
- accessing and using documented resources, and any support personnel required to guide inclusive practices.
-

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- learning theories and principles
- resources available to identify different learner styles
- the relevant industry area and subject matter of the delivery
- the learner group profile, including characteristics and needs of individual learners in the group
- the requirements of the learning program and/or delivery plan, and the content purpose
- different delivery methods and techniques appropriate to face-to-face group delivery

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- different techniques for the recognition and resolution of inappropriate behaviours
- behaviours that may indicate learner difficulties, and the methods used to address these difficulties
- the purpose of organisational record-management systems and reporting requirements
- evaluation and revision techniques used to improve session plans
- specific resources, equipment and support services available for learners with special needs
- assessment and risk control measures relating to the facilitation of group-based learning
- policies and procedures relevant to the learning environment.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to learning program designs in use in the learning environment.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3

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TAEDEL401A Plan, organise and deliver group-based learning

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan, organise and deliver training for individuals within a group.

Application of the Unit

Application of the unit	This unit typically applies to a person working as an entry-level trainer, teacher or facilitator in or with a training and assessment organisation. The person will be working from a learning program developed by someone else, and structuring the learning around that program.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Interpret learning environment and delivery requirements	1.1. Access, read and interpret ***learning program documentation*** to determine delivery requirements 1.2. Use available information and documentation to identify group and individual learner needs and learner characteristics 1.3. Identify and assess constraints and risks to delivery 1.4. Confirm personal role and responsibilities in planning and delivering training with relevant personnel
2. Prepare session plans	2.1. Refine existing learning objectives according to program requirements and specific needs of individual learners 2.2. Develop ***session plans*** and document these for each segment of the learning program 2.3. Use knowledge of learning principles and theories to generate ideas for managing session delivery
3. Prepare resources for delivery	3.1. Contextualise existing learning materials to meet the needs of the specific learner group 3.2. Finalise learning materials and organise facility, technology and equipment needs in time for delivery of learning sessions 3.3. Confirm overall delivery arrangements with relevant personnel
4. Deliver and facilitate training sessions	4.1. Conduct each session according to session plan, modified where appropriate to meet learner needs 4.2. Use the diversity of the group as another resource to

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ELEMENT	PERFORMANCE CRITERIA
	support learning 4.3. Employ a range of delivery methods as training aids to optimise learner experiences 4.4. Demonstrate effective facilitation skills to ensure effective participation and group management
5. Support and monitor learning	5.1. Monitor and document learner progress to ensure outcomes are being achieved and individual learner needs are being met 5.2. Make adjustments to the delivery sessions to reflect specific needs and circumstances 5.3. Manage ***inappropriate behaviour*** to ensure learning can take place 5.4. Maintain and store learner records according to organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- presentation skills to ensure delivery is engaging and relevant, including:
  - synthesising information and ideas
  - preparing equipment, such as data projectors and computer presentation applications
  - speaking with appropriate tone and pitch
  - using language appropriate to audience
  - encouraging and dealing appropriately with questions
- group facilitation skills to ensure that:
  - every individual has an opportunity for participation and input
  - group cohesion is maintained
  - behaviour that puts others at risk is observed, interpreted and addressed
  - discussion and group interaction are enhanced
- conflict resolution and negotiation skills to:
  - identify critical points, issues, concerns and problems
  - identify options for changing behaviours
- oral communication and language skills to:

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REQUIRED SKILLS AND KNOWLEDGE
• motivate learners to transfer skills and knowledge • engage with the learner • interpersonal skills to maintain appropriate relationships and ensure inclusivity • observation skills to monitor individual and group progress
Required knowledge

• introductory knowledge of learning theories
• sound knowledge of learning principles
• sound knowledge of learner styles
• industry area and subject matter of the delivery
• learner group profile, including characteristics and needs of individual learners in the group
• content and requirements of the learning program and/or delivery plan
• different delivery methods and techniques appropriate to face-to-face group delivery
• techniques for the recognition and resolution of inappropriate behaviours
• behaviours in learners that may indicate learner difficulties
• organisational record-management systems and reporting requirements
• evaluation and revision techniques
• specific resources, equipment and support services available for learners with special needs
• relevant policy, legal requirements, codes of practice and national standards, including commonwealth and state or territory legislation that may affect training and assessment in the vocational education and training sector
• OHS relating to the facilitation of group-based learning, including:
  • assessment and risk control measures
  • reporting requirements for hazards
  • safe use and maintenance of relevant equipment
  • emergency procedures
  • sources of OHS information
  • role of key workplace persons
• policies and procedures relevant to the learning environment

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. Arange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• facilitate group-based learning by preparing and delivering a series of training sessions, including:
	  • at least two consecutive sessions, of a duration commensurate with a substantive training session (e.g. 40-60 minutes), that follow one of the learning program designs
	  • at least one session delivered to a different learner group, with evidence of how the characteristics and needs of this group were addressed
	• identify and respond to diversity and individual needs
	• access and use documented resources and support personnel to guide inclusive practices.

Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. Assessment must ensure access to: • training products, such as training packages and accredited course documentation.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different

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RANGE STATEMENT	
work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Learning program documentation may include:	• competencies or other benchmarks to be achieved
	• for each chunk or segment of the learning program:
	  • specific learning outcomes derived from the benchmarks
	  • overview of content to be covered
	  • learning resources, learning materials and activities
	  • delivery methods
	• number and duration of training sessions or classes required, and overall timelines
	• OHS issues to be addressed in delivery
	• identification of assessment points to measure learner progress
	• assessment methods and tools to be used to collect evidence of competency, where assessment is required.

Session plans may include:	• outline of objectives and content to be addressed • plan of delivery methods and learning activities to be used within the session • timelines and duration for each learning activity • formative assessment points and opportunities • learning materials required.
Inappropriate behaviour may include:	• violent or inappropriate language • verbal or physical abuse or bullying • insensitive verbal or physical behaviour towards other learners or the trainer/facilitator, including cultural, racial, disability or gender-based insensitivities • dominant or overbearing behaviour • disruptive behaviour • non-compliance with safety instructions.

Unit Sector(s)

Unit sector	Delivery and facilitation

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Competency field

Competency field	

Co-requisite units

Co-requisite units		

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TAEDEL402 Plan, organise and facilitate learning in the workplace

Modification History

Release	Comments
Release 2	This was first released with *TAE Training and Education Training Package Release 2.1*. Minor update to Assessment Conditions.
Release 1	This version first released with *TAE Training and Education Training Package Release 2.0.*

Application

This unit describes skills and knowledge required to plan, organise and facilitate learning for individuals in a workplace, using real work activities as the basis for learning.

It applies to a person working as an entry-level trainer, teacher or facilitator or an employee, team leader or workplace supervisor responsible for guiding learning through work.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Delivery and facilitation

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish effective work environment for learning	1.1 Establish, and agree upon, the objectives and scope of the work-based learning 1.2 Analyse work practices and routines to determine their effectiveness in meeting established learning objectives

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ELEMENT	PERFORMANCE CRITERIA
	1.3 Identify, and address any workplace health and safety (WHS) implications of using work as the basis for learning
2. Develop a work-based learning pathway	2.1 Address contractual requirements and responsibilities for learning at work 2.2 Arrange for the integration and monitoring of external learning activities with the work-based learning pathway 2.3 Obtain agreement from relevant personnel to implement the work-based learning pathway
3. Establish the learning-facilitation relationship	3.1 Identify the context for learning and the individual's learning style 3.2 Select an appropriate technique or process to facilitate learning, and explain the basis of the technique to the learner 3.3 Develop, document and discuss an individualised learning plan with the learner 3.4 Access, read and interpret documentation outlining the WHS responsibilities of the various parties in the learning environment 3.5 Monitor supervisory arrangements appropriate to learner's levels of knowledge, skill and experience to provide support and encouragement and ensure learner's health and safety
4. Implement the work-based learning pathway	4.1 Explain the objectives of work-based learning, and the processes involved, to the learner 4.2 Sequence the introduction of workplace tasks, activities and processes to reflect the agreed work-based learning pathway 4.3 Encourage learner to take responsibility for learning and to self-reflect 4.4 Develop techniques that facilitate the learner's transfer of skills and knowledge
5. Maintain and develop the learning-facilitation relationship	5.1 Prepare for each session 5.2 Structure learning activities to support and reinforce new learning, build on strengths, and identify areas for further development 5.3 Observe learner cues, and change approaches where necessary, in order to maintain momentum 5.4 Practise ethical behaviour at all times 5.5 Monitor the effectiveness of the learning/facilitation relationship through regular meetings between the parties

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ELEMENT	PERFORMANCE CRITERIA
6. Close and evaluate the learning-facilitation relationship	6.1 Carry out the closure smoothly, using appropriate interpersonal and communication skills 6.2 Seek feedback from the learner on the outcomes achieved, and the value of the relationship 6.3 Evaluate effectiveness of the work-based pathway against the objectives, processes and techniques used 6.4 Recommend improvements to work-based practice in light of the review process

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 1.3, 2.1, 3.1, 3.4, 3.5, 6.3	• Accesses and interprets compliance information, contractual information, WHS information, and documents relevant to learning in the workplace, in the context of consultation and continuous improvement, to apply relevance to requirements
Writing	1.1, 2.3, 3.3, 4.1, 6.3	• Develops and maintains documentation relevant to workplace learning, including learning plans and evaluations, in accordance with organisational and workplace requirements
Oral Communication	2.2, 3.3, 4.2, 5.5, 6.1	• Uses oral communication techniques to identify needs, build rapport, agree on learning plans, facilitate effective learning and monitor practice • Selects appropriate vocabulary adjusting language, tone and pace to maintain effective interactions, and to build and maintain engagement with individuals or groups
Navigate the world of work	1.3, 2.1, 5.4	• Follows organisational protocols, policies and procedures in the management of records • Recognises and responds to contractual and ethical requirements associated with own role
Interact with others	1.1, 2.3, 3.5, 4.3, 6.2	• Asks questions to clarify understanding, and seeks feedback and further information • Cooperates and collaborates with others as part of

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		routine activities to achieve team results, and to confirm outcomes meet requirements
Get the work done	1.1-1.3, 2.1-2.3, 3.1-3.5, 4.1-4.4, 5.1-5.3, 5.5, 6.1-6.3	• Organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes • Uses systematic, analytical processes in complex, routine and non-routine situations, gathering information, and identifying and evaluating options based on organisational needs • Identifies and responds to problems and opportunities for improvement, considering options for different approaches • Uses information and communications technology (ICT) based tools to design work processes and to complete work tasks

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
TAEDEL402 Plan, organise and facilitate learning in the workplace	TAEDEL402A Plan, organise and facilitate learning in the workplace	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3

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Assessment Requirements for TAEDEL402 Plan, organise and facilitate learning in the workplace

Modification History

Release	Comments
Release 2	This was first released with *TAE Training and Education Training Package Release 2.1*. Minor update to Assessment Conditions.
Release 1	This version first released with *TAE Training and Education Training Package Release 2.0.*

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- preparing and facilitating work-based learning
- providing a minimum of two examples of developing work-based learning pathways, that include:
  - identifying needs for learning
  - analysing work practices, work environment and work activities
  - organising and allocating work in a way that reflects learning needs, and provides effective learning opportunities through work processes
- conducting a learning facilitation relationship:
  - with at least two individuals
  - demonstrating communication skills and flexibility
  - demonstrating one or more of the processes, or techniques, identified.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- systems, processes and practices within the organisation where work-based learning is taking place
- systems for identifying skill needs within the workplace
- different learning styles, and how to encourage learning for those who learn in different ways

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- workplace health and safety (WHS) relating to the work role, including:
  - hazards relating to the industry and specific workplace
  - reporting requirements for hazards and incidents
  - specific procedures for work tasks
  - safe use and maintenance of relevant equipment
  - emergency procedures
  - sources of WHS information.
  -

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to any documentation relating to workplace procedures required by the candidate.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3

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TAEDEL404A Mentor in the workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish and develop a professional mentoring relationship with a learner, in particular an apprentice or trainee employed by, or undertaking work placement in, a workplace. It includes establishing the need for mentoring, developing a mentoring plan/framework, facilitating and monitoring the mentoring relationship, and evaluating the effectiveness of mentoring.

Application of the Unit

Application of the unit	This unit typically applies to workplace supervisors or other work colleague with responsibility for mentoring in the workplace.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop a mentoring plan	1.1. Identify scope and boundaries of the ***mentoring*** relationship according to organisational procedures 1.2. Establish ***ground rules*** and negotiate realistic expectations 1.3. Establish and maintain confidentiality of the relationship in accordance with ***legislation***, ***policy and procedures***
2. Facilitate mentoring relationship	2.1. Develop learner's confidence, self-esteem, respect and trust in the mentoring relationship 2.2. Share personal experiences and knowledge with the person being mentored according to agreed objectives 2.3. Support the person being mentored to develop and use skills in problem solving and decision making 2.4. Use personal and professional networks to assist the person being mentored 2.5. Provide information, guidance and constructive guidance to enhance engagement in the workplace 2.6. Use ***techniques for resolving differences*** without damaging the relationship, and obtain assistance according to organisational policy and procedures
3. Monitor mentoring relationship	3.1. Provide planning assistance and guidance as requested by the person being mentored in a form

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ELEMENT	PERFORMANCE CRITERIA
	and style to suit their requirements 3.2. Provide feedback to the person being mentored on progress towards achieving the expectations and goals of the mentoring process 3.3. Recognise and discuss changes in the ***mentoring relationship*** with appropriate ***stakeholders*** 3.4. Negotiate and manage closure of the mentoring arrangement once objectives have been met
4. Evaluate effectiveness of mentoring	4.1. Establish and discuss ***benefits*** gained from the mentoring process 4.2. Reflect on and articulate the personal benefits gained from providing mentoring 4.3. Identify and report the outcomes of the mentoring arrangement and the ***benefits to the organisation*** according to organisational policy and procedures to improve the mentoring system or program

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

• planning and time-management skills to mentor in a workplace
• oral communication and language skills to motivate learners
• organisational skills to provide guidance and feedback to individuals
• interpersonal skills to:
  • engage in relationship building, including building trust and maintaining confidentiality
  • respond to diversity, including gender and disability
• communication skills to use a range of communication strategies, including listening, questioning, and giving andreceiving feedback
• initiative and enterprise skills to apply procedures relating to OHS and environmentallegislation in the context of workplace mentoring

Required knowledge
• relevant policy, legislation, codes of practice and national standards likely to impact on the provision of workplace mentoring • training contracts and responsibilities of employer, registered training organisation

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REQUIRED SKILLS AND KNOWLEDGE

(RTO) and funding body
• training plans and responsibilities
• training products and strategies for learning
• mentoring methodologies and strategies
• acceptable behaviour in the mentoring relationship
• equal employment opportunity, equity and diversity principles
• OHS relating to the work role, including:
  • hazards relating to the industry and specific workplace
  • reporting requirements for hazards and incidents
  • specific procedures for work tasks
  • safe use and maintenance of relevant equipment
  • emergency procedures
  • sources of OHS information

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. Arange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • prepare a mentoring plan between the mentor and learner that reflects the scope and substance expected within a plan prepared for a learner undertaking a contracted apprenticeship or traineeship • facilitate at least three mentoring sessions • provide information on sessions, including comments and notes from both mentor and learner.
Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be

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EVIDENCE GUIDE	
	provided.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Mentoring may include:	• long-term focus on personal growth and learning
	• wide range of learning oriented to:
	  • support
	  • guidance in personal or career growth
	• relationship, not just a procedure or activity
	• one person professionally assisting the career development of another.

Ground rules may include:	• training for mentoring partners • mentoring agreement • active involvement of both partners in the mentoring process.

Legislation, ***policy and procedures*** may include:	• commonwealth and state or territory legislation and regulations, such as:
	  • privacy legislation
	  • equal employment opportunity, anti-discrimination and harassment legislation
	  • OHS legislation
	  • user choice
	• organisational policy, procedures and protocols.

Techniques for resolving differences	• finding a mutually beneficial solution • self-disclosure

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RANGE STATEMENT	
may include:	• inviting discussion • providing explanations • accessing assistance.
Mentoring relationship may include:	• informal workplace development program • formal mentoring process associated with a contracted apprenticeship or traineeship, involving a formal training plan.
Stakeholders may include:	• trainee or apprentice • manager or supervisor • RTO • learning support services, including assistive technology and diagnostic testing • funding organisation • supplier of learning resources.
Benefits may include:	• insights into organisational culture, attitudes and expected behaviours • supportive environment in which successes and failures can be evaluated • networking opportunities • development of workplace competence and self-confidence • recognition and job satisfaction • mutual respect.
Benefits to the organisation may include:	• increased productivity • new competencies in the person being mentored • staff motivation • more committed, involved and responsible learners.

Unit Sector(s)

Unit sector	Delivery and facilitation

Competency field

Competency field	

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Co-requisite units

Co-requisite units		

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TAEDES505A Evaluate a training program

Modification History

Version	Comments
TAEDES505A	Released with *TAE10 Training and Education Training Package version 2.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to evaluate a training program to measure the effectiveness of training in meeting workforce performance needs and capability requirements.

In an AQTF context it can contributes to the continuous improvement cycle within a registered training organisation (RTO).

Application of the Unit

This unit typically applies to those who have responsibility for delivery and assessment strategies in the training programs of an organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of*

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ELEMENT **PERFORMANCE CRITERIA**

performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1. Plan and prepare evaluation	1.1 Document the ***aim and scope of the evaluation*** study 1.2 Identify the ***data and information*** required and access sources of information 1.3 Establish a project plan and timelines which identify tasks and ***stakeholders in the evaluation process*** 1.4 Select and brief staff to be involved 1.5 Establish constructive relationships with the stakeholders identified in the evaluation plan
2. Collect and collate evaluation data and information for a training program	2.1 Identify the most appropriate ***technique(s) for gathering quantitative and qualitative data and information*** 2.2 Develop ***evaluation instruments*** to gather data and information 2.3 Arrange workplace visits and meetings, and access to data and information 2.4 Collect data and information and store in compliance with the record keeping and privacy policies and procedures of the organisation 2.5 Identify and record potentially useful information which is not identified in the evaluation plan 2.6 Collate and process data relevant to the evaluation
3. Analyse evaluation data and information and make conclusions	3.1 Analyse the data and information to identify the outcomes of training and their impact on workforce capability 3.2 Cross-check findings where possible by comparing with the results from different evaluation instruments 3.3 Develop conclusions about the effectiveness and efficiency of the training program, as per the evaluation aim and scope 3.4 Document areas of training that are satisfactory and those requiring improvement 3.5 Identify factors affecting performance and suggest possible enhancements or ***alternatives to the training program***
4. Report on the conclusions and	4.1 Document issues and conclusions arising from the analysis conducted

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recommendations of the evaluation	4.2 Make recommendations to stakeholders on ***areas of possible improvement***
	4.3 Discuss preliminary findings with stakeholders
	4.4 Produce an evaluation report and distribute to all stakeholders

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analysis and interpretation skills to:
  - evaluate information management systems, policies and procedures of an organisation
  - select relevant evaluation information and documentation
  - access and interpret the organisation's standards and values
  - analyse records/notes of the evaluation process
- communication skills to:
  - explain the evaluation process
  - give clear and precise instructions and advice
  - discuss the evaluation process with other relevant people
  - seek information relevant to the evaluation
  - discuss the evaluation outcome with the stakeholders
- language and literacy skills to:
  - interpret training program requirements (including, where appropriate AQTF requirements)
  - develop resources to support the evaluation process
  - communicate with key stakeholders
  - produce and maintain documentation
- planning and organising skills to:
  - plan projects
  - plan and sequence work programs
  - coordinate the work of self and others
- research and evaluation skills to investigate training and workforce data, and determine and implement appropriate improvement.

Required knowledge

- Commonwealth and state/territory legislation, codes of practice and standards, for example:
  - Training Packages and accredited courses, and what comprises quality training and assessment services
  - how training and/or assessment organisations operate

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  - terminology relating to quality evaluation processes
  - evaluation models/methods, including the Kirkpatrick Model
  - records management systems of the organisation
- other relevant policy, legislation, codes of practice and national standards, including Commonwealth and state/territory legislation, for example:
  - plagiarism
  - copyright and privacy laws
  - security of information and confidentiality requirements
  - duty of care, as it relates to coordinating personnel and learning
  - the industrial relations system, industry/workplace relations and industrial awards/enterprise agreements
  - anti-discrimination legislation, including equal opportunity, racial vilification and disability discrimination
  - vocational education and training systems
  - OHS relating to planning and conducting an evaluation.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • evaluate a training program against workforce performance needs and capability requirements • produce an evaluation report that addresses all phases of the evaluation process including recommendations on areas for improvement • critically review the evaluation process and approaches taken and propose changes to improve the process.
Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Aim of the evaluation study may include:	• evaluating the effectiveness of the training in meeting workforce needs • estimating the cost effectiveness of the training provided • evaluating outcomes of a learning or assessment process or product • determining or trialling new processes/products • establishing client satisfaction • ensuring learning/assessment strategies and programs are relevant to client needs and capability requirements • determining resource requirements • providing solutions to organisational performance problems.
Scope of the evaluation study may include:	• whole of training and/or assessment of the RTO • specific training and/or assessment services • specific training and/or assessment products • specific aspects of training and/or assessment systems • partner organisation arrangements • workforce training needs.
Data and information to be gathered may include:	• work performance • workplace productivity • employer feedback • trainee feedback.
Stakeholders in the evaluation process may include:	• employer organisations • training graduates • workplace supervisors and managers • trainers and assessors • training designers • HR managers.
Technique(s) for gathering data/information may include:	• surveys • group discussion sessions • researching of organisational performance data

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	• conducting interviews with course graduates, their supervisors and managers, trainers/ facilitators and assessors
	• examining the organisations documents and systems, such as:
	  • policies and procedures
	  • learning and assessment strategies
	  • training/assessment records
	  • course evaluation questionnaires
	  • resources for delivery and assessment including assessment tools.

Evaluation instruments may include:	• surveys • feedback forms • work performance specifications • questionnaires • diaries • logs • discussion group questions.
Alternatives to the training program may include:	• job redesign • change in supervision arrangements or work support • individual mentoring • communication and information campaign, e.g. posters, brochures • job aids, e.g. manuals • standard operating procedures (SOPs).
Areas of possible improvement may include:	• analysis of skills requirements and training needs • design of training and assessment strategies • training materials development • training delivery methods and resources • assessment methods and tools • employer and trainee liaison and management.

Unit Sector(s)

Learning Design

Custom Content Section

Not applicable.

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TLIA2011A Package goods

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to package goods in accordance with regulatory and workplace requirements including selecting materials, packing and unwrapping products, and labelling packaged products/loads to the required labelling standards. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the relevant regulations and workplace requirements concerning the packaging of goods.

Work is performed under some supervision generally within a team environment. It involves the application of workplace procedures and regulatory requirements to the packaging of goods as part of work activities in the warehousing, distribution and/or storage industries.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Select materials and pack and unwrap products	1.1 Packaging specifications and order packaging documentation are correctly interpreted 1.2 Appropriate packaging technology suitable for the goods to be packed is selected 1.3 Packaging materials are identified and matched to specifications 1.4 Work plan ensures materials are used economically and that appropriate packaging is used that minimises loss and damage in transit or storage 1.5 Work is planned in accordance with OH&S requirements 1.6 Completed packed goods are stacked to minimise damage from within and outside
2 Label packaged products/loads	2.1 Workplace labelling standards are identified 2.2 Appropriate goods handling, labelling and other identification symbols are utilised 2.3 Invoices and picking slips are attached (where required) 2.4 Workplace documentation is completed

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Australian and international codes and regulations relevant to the packaging of goods including the Australian Dangerous Goods Code (ADG Code)

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REQUIRED KNOWLEDGE AND SKILLS

- Relevant OH&S and environmental protection procedures and guidelines
- Workplace procedures and policies for the packaging of goods
- Focus of operation of work systems, equipment, management and site operating systems for the packaging of goods
- Problems that may occur when packaging goods and appropriate action that can be taken to resolve the problems
- Documentation requirements for the packaging of goods
- Housekeeping standards procedures required in the workplace
- Site layout and obstacles

Required skills:

- Communicate effectively with others when packaging goods
- Read and interpret instructions, procedures and labels relevant to the packaging of goods
- Complete documentation related to work activities when packaging goods
- Work collaboratively with others when packaging goods
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems, faults or malfunctions that may occur when packaging goods in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unplanned events that may occur when packaging goods
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards
- Monitor performance of equipment when packaging goods
- Check operation of packaging equipment in terms of service schedule and standard operating procedures
- Select and use relevant communications, computing equipment and materials when packaging goods
- Estimate the size, shape and special requirements of goods and loads

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
  - the underpinning knowledge and skills
  - relevant legislation and workplace procedures
  - other relevant aspects of the range statement

Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
  - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
  - access to an appropriate range of relevant operational situations in the workplace
- In both real and simulated environments, access is required to:
  - relevant and appropriate materials and equipment, and
  - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation
- As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
- Practical assessment must occur:
  - through activities in an appropriately simulated environment at the registered training organisation, and/or
  - in an appropriate range of situations in the workplace

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Work may be conducted:	• in a range of work environments • by day or night
Customers may be:	• internal or external
Workplaces may comprise:	• large, medium or small worksites
Work may be conducted in:	• restricted spaces • exposed conditions • controlled or open environments
Goods may involve:	• special handling, storage and/or packaging requirements, including temperature controlled goods and dangerous goods
Hazards in the work area may include exposure to:	• chemicals • dangerous or hazardous substances • movements of equipment, goods and materials • oil or water on floor • a fire or explosion • damaged packaging or pallets • debris on floor • faulty racking • poorly stacked pallets • faulty equipment
Consultative processes may involve:	• other employees and supervisors • suppliers, customers and clients • relevant authorities and institutions • management and union representatives • industrial relations and OH&S specialists • other maintenance, professional or technical staff
Communication in the work area may include:	• phone • electronic data interchange (EDI) • fax • email • internet • radio • oral, aural or signed communications
Depending on the type of organisation concerned and the	• company procedures • enterprise procedures

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RANGE STATEMENT

local terminology used, workplace procedures may include:	• organisational procedures • established procedures
Personal protective equipment may include:	• gloves • safety headwear and footwear • safety glasses • two-way radios • high visibility clothing
Information/documents may include:	• goods identification numbers and codes • manifests, picking slips, merchandise transfers, stock requisitions and bar codes • codes of practice and regulations relevant to the packaging of goods • Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances • operations manuals, job specifications and induction documentation • manufacturers specifications for equipment • workplace procedures and policies • supplier and/or client instructions • dangerous goods declarations and material safety data sheets (where applicable) • award, enterprise bargaining agreement, other industrial arrangements • relevant Australian standards and certification requirements • quality assurance procedures • emergency procedures

Applicable regulations and legislation may include:	• relevant codes and regulations for the packaging of goods
	• Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including:
	  • Australian and International Dangerous Goods Codes
	  • Australian and International Explosives Codes
	• licence, patent or copyright arrangements
	• water and road use and licence arrangements
	• export/import/quarantine/bond requirements
	• marine orders
	• relevant state/territory OH&S and environmental protection legislation
	• workplace relations regulations

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RANGE STATEMENT

- workers compensation regulations

Unit Sector(s)

Not Applicable

Competency Field

Competency Field A - Handling Cargo/Stock

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TLIA2012A Pick and process orders

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor This unit involves the skills and knowledge required to pick and process orders in accordance with workplace requirements including identifying workplace order picking processes, policies and procedures; picking and despatching orders, and recording stock levels. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in accordance with relevant codes/regulations and workplace requirements for the picking and processing of orders.

Work is performed under some supervision generally within a team environment. It involves the application of workplace procedures to the picking and processing of orders in the warehousing, distribution and/or storage industries.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify workplace order picking processes, policies and procedures	1.1 Workplace procedures for order picking and related workplace documentation are interpreted
	1.2 Stock allocation and location systems are identified and located
	1.3 Appropriate manual handling equipment is selected in accordance with OH&S regulations and workplace procedures
2 Pick and despatch an order	2.1 Work requirements are planned with appropriate equipment and documentation assembled
	2.2 Zones of the warehouse which store required products are identified and located
	2.3 Pick path is established
	2.4 Where required, appropriate pallet(s) for orders are selected and stacked to minimise stock damage and maximise stability
	2.5 Products are selected and consolidated
	2.6 Products/pallets are located in despatch areas
	2.7 Products are assembled to meet workplace schedules
	2.8 Orders are consolidated, secured, arranged and placed in storage zones in accordance with the schedule
3 Record stock levels	3.1 Storage areas are checked and stocks are noted for replenishment in accordance with workplace procedures
	3.2 Workplace records are completed in accordance with workplace requirements

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

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REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Regulations relevant to the picking and processing of orders, including relevant bond, quarantine or other legislative requirements
- Relevant OH&S and environmental protection procedures and guidelines
- Workplace procedures and policies for the picking and processing of orders
- Focus of operation of work systems, equipment, management and site operating systems for the picking and processing of orders
- Problems that may occur when picking and processing an order and appropriate action that can be taken to resolve the problems
- Documentation and record requirements when picking and processing an order
- Equipment used during picking and processing operations and the precautions and procedures that should be followed in its use
- Housekeeping standards procedures required in the workplace
- Site layout and obstacles

Required skills:

- Communicate effectively with others when picking and processing orders
- Read and comprehend simple statements in English
- Read and interpret instructions, procedures, signs and labels relevant to the picking and processing of orders
- Complete documentation related to picking and processing orders
- Identify relevant stock and goods coding and labelling, including ADG and IMDG markings
- Work collaboratively with others when picking and processing orders
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems, faults or malfunctions when picking and processing orders in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unplanned events when picking and processing orders
- Apply precautions and required action to minimise, control or eliminate hazards that may exist when picking and processing orders
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment

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Required skills:

- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use relevant equipment and communications technology when picking and processing orders
- Select and use required personal protective equipment conforming to industry and OH&S standards
- Estimate the size, shape and special requirements of goods/loads

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
	  • the underpinning knowledge and skills
	  • relevant legislation and workplace procedures
	  • other relevant aspects of the range statement

Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment, and
	  • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation

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EVIDENCE GUIDE

- As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
- Practical assessment must occur:
  - through activities in an appropriately simulated environment at the registered training organisation, and/or
  - in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Work may be conducted:	• by day or night • in a range of work environments
Customers may be:	• internal or external
Workplaces may comprise:	• large, medium or small worksites
Work may be conducted in:	• limited or restricted spaces • exposed conditions • controlled or open environments
Problems that may occur when picking and processing an order include:	• wrong stock is picked • wrong carton for order • incorrect location • damaged stock • no stock at location • incorrect quantity • failing to meet a special order requirement
Special order requirements may include:	• pricing • special packing • specific size of carton • special categories of stock
Hazards in the work area may include exposure to:	• chemicals • dangerous or hazardous substances • movements of equipment, goods and materials • oil or water on floor • a fire or explosion

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RANGE STATEMENT

	• damaged packaging or pallets • debris on floor • faulty racking • poorly stacked pallets • faulty equipment
Consultative processes may involve:	• workplace personnel • supervisors and managers • customers/clients • contractors • official representatives
Communication in the work area may include:	• phone • electronic data interchange (EDI) • fax • email • internet • RF communications • barcode readers • oral, aural or signed communications
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures
Personal protective equipment may include:	• gloves • safety headwear and footwear • safety glasses • two-way radios • high visibility clothing
Information/documents may include:	• goods identification numbers and codes • manifests, picking slips, merchandise transfers, stock requisitions and bar codes • manufacturers specifications for equipment/tools • workplace procedures and policies • supplier and/or client instructions • material safety data sheets • codes of practice including the National Standards for Manual Handling and the Industry Safety Code • relevant legislation, regulations and related documentation • award, enterprise bargaining agreement, other industrial arrangements • standards and certification requirements

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RANGE STATEMENT

Applicable regulations and legislation may include:	• quality assurance procedures • emergency procedures • relevant codes and regulations pertaining to the picking and processing of orders • Australian Dangerous Goods Code • relevant state/territory OH&S legislation • relevant state/territory environmental protection legislation • licence, patent or copyright arrangements • water and road use and licence arrangements • export/import/quarantine/bond requirements • workplace relations regulations • workers compensation regulations

Unit Sector(s)

Not Applicable

Competency Field

Competency Field A - Handling Cargo/Stock

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TLIA2013A Receive goods

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to receive goods in accordance with regulatory and workplace requirements, including identifying workplace procedures and documentation requirements for the receipt of goods; checking and inspecting goods on arrival and completing workplace documentation; and unloading, packing and storing stock. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the relevant regulations and workplace requirements concerning the receiving of goods.

Work is performed under some supervision generally within a team environment. It involves the application of workplace procedures and regulatory requirements to the receiving of goods as part of work activities in the warehousing, distribution and/or storage industries.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify workplace procedures and documentation requirements for the receipt of goods	1.1 Workplace procedures for receipt of goods are identified 1.2 Purpose of documents associated with the receipt of goods is interpreted 1.3 Workplace documentation requirements for the receipt of goods and reporting of damage are identified
2 Check and inspect goods on arrival and complete workplace documentation	2.1 Procedures for checking of goods in comparison with orders or manifests are identified and followed 2.2 Discrepancies and/or damaged goods are reported 2.3 Non-conforming goods are appropriately documented and despatched or stored in accordance with company procedures
3 Unload, unpack and store stock	3.1 Appropriate manual handling techniques and equipment are identified 3.2 Safe work procedures are used when unloading, unpacking and storing stock 3.3 Advice on appropriate storage locations and requirements for particular products is sought 3.4 Goods are unloaded and unpacked in accordance with workplace procedures 3.5 Assistance from others is sought when required to maintain safe and effective work 3.6 Directions are followed to store stock in appropriate areas

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Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Australian and international codes and regulations relevant to the receiving of goods including the ADG Code and relevant bond, quarantine or other legislative requirements
- Relevant OH&S and environmental protection procedures and guidelines
- Workplace procedures and policies for the receiving of goods
- Focus of operation of work systems, equipment, management and site operating systems for the receiving of goods
- Problems that may occur when receiving goods and appropriate action that can be taken to resolve the problems
- Specifications and standards for the checking and inspection of received goods
- Documentation requirements for the receiving of goods
- Housekeeping standards procedures required in the workplace
- Site layout and obstacles

Required skills:

- Communicate effectively with others when receiving goods
- Read and comprehend simple statements in English
- Read and interpret instructions, procedures, information, labels and signs relevant to receiving goods
- Complete documentation related to the receival of goods
- Identify containers and goods coding, ADG and IMDG markings and where applicable emergency information panels
- Work collaboratively with others when receiving goods
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems when receiving goods in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unplanned events when receiving goods
- Apply precautions and required action to minimise, control or eliminate hazards that may exist when receiving goods
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or

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Required skills:

damage to goods or equipment

- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use relevant load handling equipment when receiving goods
- Select and use required personal protective equipment conforming to industry and OH&S standards
- Estimate the size, shape and special requirements of goods and loads

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
	  • the underpinning knowledge and skills
	  • relevant legislation and workplace procedures
	  • other relevant aspects of the range statement

Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment, and
	  • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation

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EVIDENCE GUIDE

- As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
- Practical assessment must occur:
  - through activities in an appropriately simulated environment at the registered training organisation, and/or
  - in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Work may be conducted:	• in a range of work environments • by day or night
Customers may be:	• internal or external
Workplaces may comprise:	• large, medium or small worksites
Work may be conducted in:	• limited or restricted spaces • exposed conditions • controlled or open environments
Received goods may involve:	• special handling and storage requirements, including temperature controlled goods and dangerous goods
Problems that may occur when receiving goods may include:	• damaged stock • damaged pallets or packaging • wrong stock • error in paperwork • poorly stacked stock • incorrect quantity
Aspect s of goods to be checked when receiving goods may include:	• correct type • number • condition • quality • packaging • labelling • dangerous goods declarations and markings (where applicable)

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RANGE STATEMENT

Hazards in the work area may include exposure to:	• chemicals • dangerous or hazardous substances • movements of equipment, goods and materials • oil or water on floor • fire or explosion • damaged packaging or pallets • debris on floor • poorly stacked pallets • faulty equipment
Consultative processes may involve:	• other employees and supervisors • suppliers, customers and clients • drivers and agents • relevant authorities and institutions • management and union representatives • industrial relations and OH&S specialists • other maintenance, professional or technical staff
Communication in the work area may include:	• phone • electronic data interchange (EDI) • fax • email • internet • RF systems • oral, aural or signed communications
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures
Personal protective equipment may include:	• gloves • safety headwear and footwear • safety glasses • two-way radios • high visibility clothing
Information/documents may include:	• goods identification numbers and codes • manifests, picking slips, merchandise transfers, stock requisitions and bar codes • codes of practice and regulations relevant to the receiving of goods • Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances

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RANGE STATEMENT

	• operations manuals, job specifications and induction documentation • manufacturers specifications for equipment • workplace procedures and policies • supplier and/or client instructions • dangerous goods declarations and material safety data sheets (where applicable) • award, enterprise bargaining agreement, other industrial arrangements • relevant Australian standards and certification requirements • quality assurance procedures • emergency procedures

Applicable regulations and legislation may include:	• relevant codes and regulations for the receiving of goods
	• Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including:
	  • Australian and International Dangerous Goods Codes
	  • Australian Marine Orders and the International Maritime Dangerous Goods Code
	  • IATA Dangerous Goods by Air Regulations
	  • Australian and international explosives codes
	• licence, patent or copyright arrangements
	• water and road use and licence arrangements
	• export/import/quarantine/bond requirements
	• marine orders
	• relevant state/territory OH&S and environmental protection legislation
	• workplace relations regulations
	• workers compensation regulations

Unit Sector(s)

Not Applicable

Competency Field

Competency Field A - Handling Cargo/Stock

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TLIA2021A Despatch stock

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to despatch stock in accordance with workplace requirements including analysing orders to identify work requirements, following workplace order picking processes to prepare goods for despatch, and completing despatch tasks in accordance with workplace procedures and schedules. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in accordance with codes/regulations and workplace requirements relevant to the despatch of goods.

Work is performed under some supervision generally within a team environment. It involves the application of regulatory requirements and workplace procedures to despatch operations in the warehousing, distribution and/or storage industries.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Analyse order to identify work requirements	1.1 Order request and consignment note documentation is interpreted 1.2 Required schedules for despatch are identified 1.3 Product(s) in order are identified 1.4 Workplace and product knowledge is used to plan sequence of work 1.5 Appropriate materials handling equipment is selected within required OH&S regulations and timeframe for the despatch
2 Follow workplace order picking processes to prepare goods for despatch	2.1 Goods for despatch are selected, checking against product knowledge, labels and other identification systems 2.2 Products are sorted, assembled and consolidated 2.3 Orders are secured and placed in storage/despatch zones, in accordance with schedule 2.4 Order is checked against despatch schedule and order form
3 Complete despatch following workplace procedures and schedules	3.1 Workplace records are completed, and labels and appropriate documentation attached 3.2 Load labels and documentation are checked and loading is organised in accordance with workplace procedures and ADG Code (where applicable) 3.3 Final check of load labels and documentation is completed in accordance with requirements 3.4 Transportation requirements are described to driver where appropriate

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Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Regulations relevant to despatch operations, including the ADG Code and relevant bond, quarantine or other legislative requirements
- Relevant OH&S and environmental protection procedures and guidelines
- Workplace procedures and policies for the organising of despatch operations
- Focus of operation of work systems, equipment, management and site operating systems for despatching goods
- Problems that may occur when despatching goods and appropriate action that can be taken to resolve the problems
- Documentation and record requirements for despatch operations
- Equipment used during despatch operations and the precautions and procedures that should be followed in its use
- Housekeeping standards procedures required in the workplace
- Site layout and obstacles

Required skills:

- Communicate effectively with others when organising despatch operations
- Read and comprehend simple statements in English
- Read and interpret instructions, procedures and labels relevant to the organising of despatch operations
- Complete documentation related to the organising of despatch operations
- Work collaboratively with others when organising despatch operations
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems that may occur when organising despatch operations in accordance with regulatory requirements and workplace procedures
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in goods and equipment in accordance with standard

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Required skills:

operating procedures

- Select and use relevant equipment and communications technology when organising despatch operations
- Select and use required personal protective equipment conforming to industry and OH&S standards
- Estimate the size, shape and special requirements of goods and loads

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
  - the underpinning knowledge and skills
  - relevant legislation and workplace procedures
  - other relevant aspects of the range statement

Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
  - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
  - access to an appropriate range of relevant operational situations in the workplace
- In both real and simulated environments, access is required to:
  - relevant and appropriate materials and equipment, and
  - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation
- As a minimum, assessment of knowledge must be

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EVIDENCE GUIDE

	conducted through appropriate written/oral tests
	• Practical assessment must occur:
	  • through activities in an appropriately simulated environment at the registered training organisation, and/or
	  • in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Work may be conducted:	• in a range of work environments • by day or night
Customers may be:	• internal or external
Workplaces may comprise:	• large, medium or small worksites
Work may be conducted in:	• limited or restricted spaces • exposed conditions • controlled or open environments
Goods to be despatched may involve:	• special handling, location, storage and/or packaging requirements, including temperature controlled goods, dangerous goods or hazardous substances
Problems that may occur when despatching an order include:	• wrong stock is despatched • wrong carton for order • incorrect location • damaged stock • no stock at location • incorrect quantity • failing to meet a special order requirement • failing to meet customers delivery requirements
Special order requirements may include:	• pricing • special packing • specific size of carton • special categories of stock
Hazards in the work area may	• chemicals • dangerous or hazardous substances

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RANGE STATEMENT

include:	• movements of equipment, goods and materials • oil or water on floor • a fire or explosion • damaged packaging or pallets • debris on floor • faulty racking • poorly stacked pallets • faulty equipment
Communication in the work area may include:	• phone • electronic data interchange (EDI) • fax • email • internet • RF communications • barcode readers • oral, aural or signed communications
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures
Personal protective equipment may include:	• gloves • safety headwear and footwear • safety glasses • two-way radios • high visibility clothing
Consultative processes may involve:	• workplace personnel • supervisors and managers • customers/clients • drivers and agents • contractors • official representatives
Information/documents may include:	• goods identification numbers and codes • manifests, picking slips, merchandise transfers, stock requisitions and bar codes • manufacturers specifications for equipment/tools • workplace procedures and policies • supplier and/or client instructions • dangerous goods declarations and material safety data sheets (where applicable) • codes of practice including the National Standards for

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RANGE STATEMENT

Applicable regulations and legislation may include:	Manual Handling and the Industry Safety Code
	• relevant legislation, regulations and related documentation including the ADG Code
	• award, enterprise bargaining agreement, other industrial arrangements
	• standards and certification requirements
	• quality assurance procedures
	• emergency procedures
	• relevant codes and regulations pertaining to the organising of despatch operations
	• Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including:
	  • Australian and International Dangerous Goods Codes
	  • Australian Marine Orders and the International Maritime Dangerous Goods Code
	  • IATA Dangerous Goods by Air regulations
	  • Australian and International Explosives Codes
	• relevant state/territory OH&S legislation
	• relevant state/territory environmental protection legislation
	• licence, patent or copyright arrangements
	• water and road use and licence arrangements
	• export/import/quarantine/bond requirements
	• workplace relations regulations
	• workers compensation regulations

Unit Sector(s)

Not Applicable

Competency Field

Competency Field A - Handling Cargo/Stock

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TLIA2022A Participate in stocktakes

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to participate in stocktakes in accordance with workplace requirements including preparing for stocktakes, conducting stocktakes, counting stock, identifying stock discrepancies, and completing all required documentation. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the relevant regulations and workplace requirements concerning the conduct of a stocktake.

Work is performed under some supervision generally within a team environment. It involves the application of product knowledge and an understanding of relevant workplace procedures and regulatory requirements when participating in stocktakes as part of work activities in the warehousing, distribution and/or storage industries.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for stocktake	1.1 Goods to be counted and appropriate inventory systems are identified
	1.2 Required resources including equipment and record keeping systems are identified
	1.3 Allocated tasks, zones and work requirements are identified
	1.4 Sequence work role is planned in a time effective manner
2 Stocktake and count stock	2.1 Stocktaking and cyclical counts are undertaken in accordance with enterprise policies and procedures
	2.2 Inventory data is interpreted
	2.3 Inventory data is confirmed to match stock
	2.4 Stock levels are accurately counted and documented
3 Identify stock discrepancies	3.1 Discrepancies in type, number and quality of stock are accurately recorded and documented
	3.2 Products stored in inappropriate storage locations are relocated and stock records adjusted
4 Complete documentation	4.1 Inventory data is reconciled to match warehouse stock in accordance with company procedures
	4.2 Workplace documentation is completed

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

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REQUIRED KNOWLEDGE AND SKILLS

- Australian codes and regulations relevant to the conduct of stocktakes
- Relevant OH&S and environmental protection procedures and guidelines
- Workplace procedures and policies for the conduct of stocktakes
- Focus of operation of work systems, equipment, management and site operating systems for the conduct of stocktakes
- Workplace processes for records management and the production of stocktake reports
- Principles of operation and functions of stocktake systems
- Housekeeping standards procedures required in the workplace
- Site layout and obstacles

Required skills:

- Communicate effectively with others when conducting stocktakes
- Read and comprehend simple statements in English
- Read and interpret instructions, procedures and labels relevant to the conduct of stocktakes
- Complete documentation related to the conduct of stocktakes
- Work collaboratively with others when conducting stocktakes
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems that may arise when conducting stocktakes in accordance with regulatory requirements and workplace procedures
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use relevant communication, computing and office equipment when conducting stocktakes
- Select and use required personal protective equipment conforming to industry and OH&S standards

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
  - the underpinning knowledge and skills
  - relevant legislation and workplace procedures
  - other relevant aspects of the range statement

Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
  - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
  - access to an appropriate range of relevant operational situations in the workplace
- In both real and simulated environments, access is required to:
  - relevant and appropriate materials and equipment, and
  - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation
- As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
- Practical assessment must occur:
  - through activities in an appropriately simulated environment at the registered training organisation, and/or
  - in an appropriate range of situations in the workplace

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Work may be conducted:	• in a range of work environments • by day or night
Customers may be:	• internal or external
Workplaces may comprise:	• large, medium or small worksites
Work may be conducted in:	• restricted spaces • exposed conditions • controlled or open environments
Goods may involve:	• special handling, location, storage and/or packaging requirements, including temperature controlled goods and dangerous goods
Inventory systems may be:	• automated • manual • paper based • computerised • microfiche
Categories or groups of products/stock may include:	• small parts • perishable goods • overseas export • dangerous goods • refrigerated products • temperature controlled stock • fragile goods
The characteristics of products/stock may include:	• small parts • toxicity • flammability • form • weight • size • state • perishability • fragility • security risk
Labelling systems may include:	• batch code • bar code • identification numbering systems

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RANGE STATEMENT

	• serial numbers • symbols for safe handling • ADG and HAZCHEM Codes
Hazards in the work area may include:	• chemicals • dangerous or hazardous substances • movements of equipment, goods and materials • oil or water on floor • a fire or explosion • damaged packaging or pallets • debris on floor • faulty racking • poorly stacked pallets • faulty equipment
Communication in the work area may include:	• phone • electronic data interchange (EDI) • fax • email • internet • RF systems • oral, aural or signed communications
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures
Personal protective equipment may include:	• gloves • safety headwear and footwear • safety glasses • two-way radios • high visibility clothing
Consultative processes may involve:	• other employees and supervisors • suppliers, customers and clients • relevant authorities and institutions • management and union representatives • industrial relations and OH&S specialists • other maintenance, professional or technical staff
Information/documents may include:	• goods identification numbers and codes • manifests, picking slips, merchandise transfers, stock requisitions and bar codes • codes of practice and regulations relevant to the identification, handling and stacking of goods

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RANGE STATEMENT

Applicable regulations and legislation may include:	• Australian and international regulations and codes of practice for the handling, stacking and transport of dangerous goods and hazardous substances
	• operations manuals, job specifications and induction documentation
	• manufacturers specifications for equipment
	• workplace procedures and policies
	• supplier and/or client instructions
	• dangerous goods declarations and material safety data sheets (where applicable)
	• award, enterprise bargaining agreement, other industrial arrangements
	• relevant Australian standards and certification requirements
	• quality assurance procedures
	• emergency procedures
	• relevant codes and regulations for the packaging of goods
	• Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including:
	  • Australian and International Dangerous Goods Codes
	  • Australian and International Explosives Codes
	• licence, patent or copyright arrangements
	• water and road use and licence arrangements
	• export/import/quarantine/bond requirements
	• relevant state/territory OH&S and environmental protection legislation
	• workplace relations regulations
	• workers compensation regulations

Unit Sector(s)

Not Applicable

Competency Field

Competency Field A - Handling Cargo/Stock

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TLIA3015 Complete receival/despatch documentation

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit involves the skills and knowledge required to complete receival/despatch documentation in accordance with relevant regulations and workplace requirements as part of work activities within the transport and logistics industry.

It includes analysing orders to identify work requirements to fill order, following workplace order documentation processes, and finalising documentation in accordance with workplace procedures and any relevant regulatory requirements.

Work is performed under some supervision generally within a team environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

A – Handling Cargo/Stock

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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essential outcomes.	demonstrate achievement of the element.
1 Analyse order to identify work requirements to fill order	1.1 Order request documentation is interpreted
	1.2 Product/s in order are noted and workplace location/s are identified
	1.3 Workplace and product knowledge are used to organise documentation
	1.4 Required schedules for order movement are identified and noted as required
	1.5 Special aspects of order such as dangerous/hazardous goods or temperature controlled goods are identified and information on required documentation procedures and relevant regulatory requirements is identified, accessed and interpreted
2 Follow workplace order documentation processes	2.1 Workplace procedures for order documentation are identified
	2.2 Workplace documentation is completed in accordance with workplace procedures and relevant regulatory requirements
3 Finalise documentation	3.1 Order is checked against schedule and order form
	3.2 Workplace records are completed, and labels and appropriate documentation are attached in accordance with workplace procedures and relevant regulatory requirements
	3.3 Special transportation requirements are identified and conveyed to appropriate personnel
	3.4 Required documentation for dangerous goods and hazardous materials is completed in accordance with relevant regulations and current Australian Dangerous Goods (ADG) Code, as required

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLIA3015A Complete receival/despatch documentation.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLIA3015 Complete receival/despatch documentation

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant legislation and workplace procedures
- communicating effectively with others
- completing receival and despatch documentation
- estimating size, shape and special requirements of goods and loads
- identifying containers and goods coding, Australian Dangerous Goods (ADG) Code markings and emergency information panels
- monitoring work activities in terms of planned schedule
- reading and interpreting relevant instructions, procedures and labels
- selecting and using relevant computer, communications and office equipment
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- Australian and International Standards, codes and regulations relevant to completing receival/despatch documentation, including current ADG Code and relevant bond, quarantine or other legislative requirements
- documentation requirements for receiving and despatching goods
- focus of operation of work systems, equipment, management and site operating systems for receiving and despatching goods
- housekeeping standards and procedures
- problems that may occur when completing receival and despatch documentation and

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appropriate action that can be taken to resolve these problems
- relevant work health and safety (WHS)/occupational health and safety (OHS) and environmental protection procedures and guidelines
- site layout and obstacles
- specifications and standards for checking and inspecting received and despatched goods
- workplace procedures and policies for completing receival/despatch documentation.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- applicable documentation including workplace procedures, regulations, ADG Code, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLIA3015A Complete receival/despatch documentation

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to complete receival/despatch documentation in accordance with regulatory and workplace requirements including analysing orders to identify work requirements to fill order, following workplace order documentation processes, and finalising documentation in accordance with workplace procedures and any relevant regulatory requirements. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the relevant regulations and workplace requirements concerning the completion of receival/despatch documentation.

Work is performed under some supervision generally within a team environment. It involves the application of workplace procedures and regulatory requirements to the completion of receival/despatch documentation as part of work activities in the warehousing, distribution and/or storage industries.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Analyse order to identify work requirements to fill order	1.1 Order request documentation is interpreted 1.2 Product(s) in order are noted and workplace location(s) are identified 1.3 Workplace and product knowledge is used to organise documentation 1.4 Required schedules for order movement are identified and noted where required 1.5 Special aspects of the order such as dangerous/hazardous goods or temperature controlled goods are identified and information on required documentation procedures and relevant regulatory requirements is identified, accessed and interpreted
2 Follow workplace order documentation processes	2.1 Workplace procedures for documentation of an order are identified 2.2 Workplace documentation is completed in accordance with workplace procedures and any relevant regulatory requirements
3 Finalise documentation	3.1 Order is checked against schedule and order form 3.2 Workplace records are completed, and labels and appropriate documentation are attached in accordance with workplace procedures and any relevant regulatory requirements 3.3 Special transportation requirements are identified and conveyed to appropriate personnel 3.4 Where applicable, all required documentation requirements for dangerous goods and hazardous materials are completed in accordance with the relevant regulations and codes

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Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Australian and international codes and regulations relevant to the completion of receival/despatch documentation, including the ADG Code and relevant bond, quarantine or other legislative requirements
- Relevant OH&S and environmental protection procedures and guidelines
- Workplace procedures and policies for the completion of receival/despatch documentation
- Focus of operation of work systems, equipment, management and site operating systems for the receiving and despatch of goods
- Problems that may occur when completing receival and despatch documentation and appropriate action that can be taken to resolve the problems
- Specifications and standards for the checking and inspection of received and despatched goods
- Documentation requirements for the receipt and despatch of goods
- Housekeeping standards procedures required in the workplace
- Site layout and obstacles

Required skills:

- Communicate effectively with others when completing receival and despatch documentation
- Read rand interpret instructions, procedures and labels relevant to the completion of receival and despatch documentation
- Complete receival and despatch documentation
- Identify containers and goods coding, ADG and IMDG markings and where applicable emergency information panels
- Work collaboratively with others when completing receival and despatch documentation
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems when completing receival and despatch documentation in accordance with regulatory requirements and workplace procedures
- Monitor work activities in terms of planned schedule
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Select and use relevant computer, communication and office equipment when completing receival and despatch documentation

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Required skills:

- Estimate the size, shape and special requirements of goods and loads

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
	  • the underpinning knowledge and skills
	  • relevant legislation and workplace procedures
	  • other relevant aspects of the range statement

Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment, and
	  • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation • As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests • Practical assessment must occur: • through activities in an appropriately simulated environment at the registered training organisation, and/or

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EVIDENCE GUIDE

- in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Work may be conducted:	• in a range of work environments • by day or night
Customers may be:	• internal or external
Workplaces may comprise:	• large, medium or small worksites
Work may be conducted in:	• limited or restricted spaces • exposed conditions • controlled or open environments
Received/despatched goods may involve:	• special handling and storage requirements, including temperature controlled goods, dangerous goods, explosives and hazardous substances
Problems that may occur when receiving/despatching goods include:	• damaged stock • damaged pallets or packaging • wrong stock • error in paperwork • poorly stacked stock • incorrect quantity
Aspects of goods to be checked when receiving/despatching goods may include:	• correct type • number • condition • quality • packaging • labelling • dangerous goods declarations and marking (where applicable)
Hazards in the work area may include exposure to:	• chemicals • dangerous or hazardous substances • movements of equipment, goods and materials • oil or water on floor • a fire or explosion

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RANGE STATEMENT

	• damaged packaging or pallets • debris on floor • poorly stacked pallets • faulty equipment
Consultative processes may involve:	• other employees and supervisors • suppliers, customers and clients • drivers and agents • relevant authorities and institutions • management and union representatives • industrial relations and OH&S specialists • other maintenance, professional or technical staff
Communication in the work area may include:	• phone • electronic data interchange (EDI) • fax • email • internet • RF systems • oral, aural or signed communications
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures
Personal protective equipment may include:	• gloves • safety headwear and footwear • safety glasses • two-way radios • high visibility clothing
Information/documents may include:	• goods identification numbers and codes • manifests, picking slips, merchandise transfers, stock requisitions and bar codes • codes of practice and regulations relevant to the receiving of goods • Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances • operations manuals, job specifications and induction documentation • manufacturers specifications for equipment • workplace procedures and policies • supplier and/or client instructions

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RANGE STATEMENT

	• dangerous goods declarations and material safety data sheets (where applicable) • award, enterprise bargaining agreement, other industrial arrangements • relevant Australian standards and certification requirements • quality assurance procedures • emergency procedures

Applicable regulations and legislation may include:	• relevant codes and regulations for the receiving of goods
	• Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including:
	  • Australian and International Dangerous Goods Codes
	  • Australian Marine Orders and the International Maritime Dangerous Goods Code
	  • IATA Dangerous Goods by Air Regulations
	  • Australian and international explosives codes
	• licence, patent or copyright arrangements
	• water and road use and licence arrangements
	• export/import/quarantine/bond requirements
	• marine orders
	• relevant state/territory OH&S and environmental protection legislation
	• workplace relations regulations
	• workers compensation regulations

Unit Sector(s)

Not Applicable

Competency Field

Competency Field A - Handling Cargo/Stock

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TLIA3023A Coordinate stocktakes

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to coordinate stocktakes in accordance with workplace requirements including planning stocktakes, coordinating stocktake activities, identifying stock discrepancies, and adjusting documentation in accordance with workplace procedures and relevant regulatory requirements. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the relevant regulations and workplace requirements when coordinating stocktakes.

Work is performed under some supervision generally within a team environment. It involves the application of product knowledge and an understanding of relevant workplace procedures and regulatory requirements when coordinating stocktakes as part of work activities in the warehousing, distribution and/or storage industries.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Plan stocktake	1.1 Goods to be counted and appropriate inventory systems are identified
	1.2 Required resources including equipment, record keeping systems and personnel are identified
	1.3 Members of the team are instructed and assisted
	1.4 Team members are allocated to particular tasks and zones and given clear directions for work requirements
	1.5 Sequence and operations of the stocktake are planned in a time effective manner
2 Coordinate stocktake	2.1 Stocktaking and cyclical counts are coordinated in accordance with workplace policies and procedures
	2.2 Inventory data is interpreted
	2.3 Inventory data is confirmed to match stock
	2.4 Stock levels are accurately counted and documented
3 Identify stock discrepancies	3.1 Discrepancies in type, number and quality of stock are accurately recorded and documented
	3.2 Possible reasons for discrepancies are identified
	3.3 Products stored in inappropriate storage locations are relocated and stock records are adjusted in accordance with workplace procedures
4 Adjust documentation	4.1 Inventory data is reconciled to match warehouse stock in accordance with regulations, workplace practices, policies and procedures
	4.2 Information is reconciled with audit requirements
	4.3 Workplace documentation is completed

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Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Australian codes and regulations relevant to the coordination of stocktakes
- Relevant OH&S and environmental protection procedures and guidelines
- Workplace procedures and policies for the coordination of stocktakes
- Focus of operation of work systems, equipment, management and site operating systems for the conduct of stocktakes
- Workplace processes for records management and the production of stocktake reports
- Principles and functions of stocktakes
- Problems that may occur when coordinating a stocktake and appropriate action that can be taken
- Computer records and documentation requirements for the coordination of stocktakes
- Housekeeping standards procedures required in the workplace
- Site layout

Required skills:

- Communicate effectively with others when coordinating stocktakes
- Read and comprehend simple statements in English
- Read and interpret instructions, procedures and labels relevant to the coordination of stocktakes
- Complete documentation related to the coordination of stocktakes
- Work collaboratively with others when coordinating stocktakes
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems that may occur when coordinating stocktakes in accordance with regulatory requirements and workplace procedures
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or

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Required skills:

damage to goods or equipment

- Operate and adapt to differences in stock and equipment in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards
- Select and use relevant communications, computing and office equipment when coordinating stocktakes

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
	  • the underpinning knowledge and skills
	  • relevant legislation and workplace procedures
	  • other relevant aspects of the range statement

Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment, and
	  • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation

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EVIDENCE GUIDE

- As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
- Practical assessment must occur:
  - through activities in an appropriately simulated environment at the registered training organisation, and/or
  - in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Work may be conducted:	• in a range of work environments • by day or night
Customers may be:	• internal or external
Workplaces may comprise:	• large, medium or small worksites
Work may be conducted in:	• restricted spaces • exposed conditions • controlled or open environments
Equipment used in stocktaking may include:	• calculators • scanners • hand-held computers
Inventory systems may be:	• automated • manual • paper-based • computerised • microfiche
Categories or groups of products/stock may include:	• small parts • perishable goods • overseas export • dangerous goods • refrigerated products • temperature controlled stock • fragile goods

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RANGE STATEMENT

The characteristics of products/stock may include:	• small parts • toxicity • flammability • form • weight • size • state • perishability • fragility • security risk
Labelling systems may include:	• batch code • bar code • identification numbering systems • serial numbers • symbols for safe handling • ADG and HAZCHEM Codes
Hazards in the work area may include:	• chemicals • dangerous or hazardous substances • movements of equipment, goods and materials • oil or water on floor • a fire or explosion • damaged packaging or pallets • debris on floor • faulty racking • poorly stacked pallets • faulty equipment
Communication in the work area may include:	• phone • electronic data interchange (EDI) • fax • email • internet • RF systems • oral, aural or signed communications
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures
Personal protective equipment may include:	• gloves • safety headwear and footwear

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RANGE STATEMENT

	• safety glasses • two-way radios • high visibility clothing
Consultative processes may involve:	• other employees and supervisors • suppliers, customers and clients • relevant authorities and institutions • management and union representatives • industrial relations and OH&S specialists • other maintenance, professional or technical staff
Information/documents may include:	• goods identification numbers and codes • manifests, picking slips, merchandise transfers, stock requisitions and bar codes • codes of practice and regulations relevant to the identification, handling and stacking of goods • Australian and international regulations and codes of practice for the handling, stacking and transport of dangerous goods and hazardous substances • operations manuals, job specifications and induction documentation • manufacturers specifications for equipment • workplace procedures and policies • supplier and/or client instructions • dangerous goods declarations and material safety data sheets (where applicable) • award, enterprise bargaining agreement, other industrial arrangements • relevant Australian standards and certification requirements • quality assurance procedures • emergency procedures

Applicable regulations and legislation may include:	• relevant codes and regulations for the packaging of goods
	• Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including:
	  • Australian and International Dangerous Goods Codes
	  • Australian and International Explosives Codes
	• licence, patent or copyright arrangements
	• water and road use and licence arrangements
	• export/import/quarantine/bond requirements
	• relevant state/territory OH&S and environmental protection legislation

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RANGE STATEMENT

- workplace relations regulations
- workers compensation regulations

Unit Sector(s)

Not Applicable

Competency Field

Competency Field A - Handling Cargo/Stock

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TLIA5029A Plan and manage storage of dangerous goods and hazardous substances

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to plan and manage the storage of dangerous goods and hazardous substances in accordance with all relevant regulatory requirements and workplace procedures including the current ADG Code. This includes defining the objectives of the required handling and storage operations; specifying equipment and system performance requirements; evaluating and selecting bulk handling and storage resources; and completing all required documentation. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with all the relevant regulations, standards and codes of practice, including the current ADG Code.

Work is under general guidance on progress and outcomes of work. It requires discretion and judgement for self and others in planning and using resources, services and processes to achieve required outcomes within workplace policy and procedures.

A range of opportunities may be used to develop the work area and to support the development of work systems, innovative strategies to deal with contingencies and to encourage the achievement of the workplace's goals and key performance objectives by the work area and the individuals and teams within it.

The unit generally applies to those with responsibility for resource coordination and allocation and provides leadership of others individually or in teams.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Define objectives of required handling and storage operation	1.1 Requirements for bulk handling and storage activities are identified in accordance with workplace requirements 1.2 Current best practice and future trends for handling and storage equipment are assessed and compared to present operations 1.3 Consideration of workplace goals and present capabilities and constraints is undertaken in selecting bulk handling and storage resources
2 Specify equipment and system performance requirements	2.1 Bulk handling and storage equipment and system requirements are documented 2.2 Performance measures for equipment and system operations are developed and documented 2.3 Consultations are conducted with relevant employees and management to verify documented requirements
3 Evaluate and select bulk handling and storage resources	3.1 The range of bulk handling and storage equipment and facilities which meet specifications are researched for costs and benefits including potential adaptability for new business opportunities 3.2 A rating system is instigated to facilitate comparisons of cost/benefit and other qualitative properties of bulk handling

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ELEMENT	PERFORMANCE CRITERIA
	and storage equipment and systems
	3.3 An analysis of current employee competency to required competency is undertaken and documented
	3.4 Equipment is selected based on comparisons of performance specifications including cost, output, set-up requirements, maintenance and retraining
4 Complete documentation	4.1 Workplace documentation is completed as appropriate
	4.2 Handling and storage requirements are documented and communicated to relevant personnel
	4.3 Reports are compiled and forwarded to appropriate personnel

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant regulations, codes of practice and legislative requirements including local and international regulations relevant to handling and storage
- Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances
- Relevant OH&S and environmental protection procedures and regulations
- Workplace procedures for the planning and management of the storage of dangerous goods and hazardous substances
- Problems that may occur during the planning and management of the storage of dangerous goods and hazardous substances and action that can be taken to resolve or report the problems
- Hierarchy of risks and hazards related to the storage of dangerous goods and hazardous substances and ways of controlling the risks involved
- Focus of operation of work systems, resources, management and workplace operating systems
- Equipment applications, capacities, configurations, safety hazards and control mechanisms
- Relevant permit and licence requirements
- Application of all relevant Australian and International Standards
- Operational procedures for safe transfer and storage of dangerous goods and hazardous materials
- Resource availability including the competencies of individuals in the team and group
- Understanding and knowledge of the application of current competencies within functional activity

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REQUIRED KNOWLEDGE AND SKILLS

- Coaching and mentoring approaches to support team members to share knowledge and skills
- Relevant workplace documentation procedures

Required skills:

- Communicate effectively with others when planning and managing the storage of dangerous goods and hazardous substances
- Read and interpret instructions, procedures, technical data, drawings, instructions and manuals relevant to the planning and management of storage of dangerous goods and hazardous substances
- Complete documentation related to the planning and management of the storage of dangerous goods and hazardous substances
- Provide leadership to others when planning and managing the storage of dangerous goods and hazardous substances
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems that may arise during the planning and management of the storage of dangerous goods and hazardous substances in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unplanned events when planning and managing the storage of dangerous goods and hazardous substances
- Prioritise work and coordinate self and others in relation to activities
- Recognise hazards and apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities
- Modify activities depending on differing operational contingencies, risk situations and environments
- Select and apply appropriate technology, information systems and procedures when planning and managing the storage of dangerous goods and hazardous substances

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the

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EVIDENCE GUIDE

demonstrate competency in this unit	requirements of the elements and performance criteria of this unit and include demonstration of: • planning and assessing options for the safe and efficient storage of dangerous goods and hazardous substances to regulatory requirements as a minimum • identifying container markings and HAZCHEM codes • completing documentation as required for the storage of dangerous goods and hazardous goods • identifying potential hazards and planning work to minimise risks when storing dangerous goods and hazardous goods • determining (any) required permits/licensing • estimating weight and volume of goods to be stored and any special requirements • undertaking a hazard analysis
Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts • Resources for assessment include: • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or • access to an appropriate range of relevant operational situations in the workplace • In both real and simulated environments, access is required to: • relevant and appropriate materials and equipment, and • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation • As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests • Practical assessment must occur: • through activities in an appropriately simulated environment at the registered training organisation, and/or • in an appropriate range of situations in the workplace

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Work may be undertaken in:	• various work environments in the bulk handling, dangerous goods and freight forwarding sections of the warehousing, storage, transport and distribution industries
Customers may be:	• internal or external
Operations may be conducted:	• by day or night
The workplace environment may involve:	• twenty-four hour operation • single and multi site location • large, medium and small workplaces
Work may involve:	• exposure to corrosive chemicals, solvents and adhesives, carcinogenic and other harmful substances • movement of equipment, goods, and vehicular traffic
Regulatory controls and workplace procedures:	• govern requirements for co-storage, volume, mass and required controls
Requirements for bulk handling and storage activities may include:	• types of bulk materials • quantities • handling requirements including any special equipment or operating procedures required • storage requirements • stock control methods • negating contaminant sources • controlling pest infestation
Requirements for work may include:	• site restrictions and procedures • use of safety and personal protective equipment • communications equipment • specialised lifting and/or handling equipment • incident/accident breakdown procedures • additional gear and equipment • noise restrictions • hours of operations • authorities and permits
Hazards may include:	• hazardous or dangerous materials • contamination of, or from, materials being handled

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RANGE STATEMENT

	• fire/explosions • noise, light, energy sources • stationary and moving machinery, parts or components • radioactive goods • dust/vapours • service lines • spills, leakages, ruptures
Hazard management is consistent with:	• the principle of hierarchy or control with elimination, substitution, isolation and engineering control measures being selected before safe working practices and personal protective equipment • Personal protective equipment may include: gloves, safety headwear and footwear, safety glasses, mask and respirator, protective clothing, breathing apparatus
Personal protective equipment may include:	• gloves • safety headwear and footwear • safety glasses • mask and respirator • protective clothing • breathing apparatus
Consultative processes may involve:	• other employees and supervisors • relevant authorities and institutions • suppliers , potential customers and existing clients • government instrumentalities • emergency services • management and union representatives • industrial relations and OH&S specialists • other maintenance, professional or technical staff
Communication in the work area may include:	• phone • electronic data interchange (EDI) • fax • email • internet • RF communications • barcode readers • oral, aural or signed communications
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures

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RANGE STATEMENT

Information/documentation may include:	• Australian and international codes of practice and regulations relevant to bulk handling and storage • Australian and international regulations and codes of practice for the handling, storage and transport of dangerous goods and hazardous substances, including the current ADG Code • workplace operating procedures and policies • supplier and/or client instructions • operations manuals, job specifications and procedures and induction documentation • manufacturers specifications and/or suppliers handling and storage advice • material safety data sheets • Safe Working Limits (SWL) and Working Load Limits (WLL) of load shifting equipment and storage facilities • Australian and International standards, criteria and certification requirements • communications technology equipment, oral, aural or signed communications • quality assurance standards and procedures • emergency procedures • relevant competency standards and training materials • QA plans, data and document control • conditions of service, legislation and industrial agreements including workplace agreements and awards

Applicable procedures and codes may include:	• relevant codes and regulations for bulk handling and storage
	• Australian and international regulations and codes of practice for the handling, storage and transport of dangerous goods and hazardous substances, including:
	  • Australian and International Dangerous Goods Codes
	  • Australian and International Explosives Codes
	• all relevant Australian and international standards and certification requirements,
	• relevant state/territory OH&S and environmental protection legislation in terms of duties of employers, employees, suppliers and contractors
	• licence, patent or copyright arrangements
	• relevant workplace relations legislation
	• relevant workers compensation legislation
	• equal opportunity legislation
	• equal employment opportunity and affirmative action

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RANGE STATEMENT

legislation
- workplace relations regulations

Unit Sector(s)

Not Applicable

Competency Field

Competency Field A - Handling Cargo/Stock

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TLIB1028 Maintain and use hand tools

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit involves the skills and knowledge required to maintain and use hand tools in accordance with workplace procedures and safeworking codes across a variety of operational workplace contexts within the transport and logistics industry.

It includes selecting and using hand tools to complete workplace tasks, maintaining basic hand tools in accordance with manufacturer's instructions, and securing and storing hand tools in accordance with workplace procedures.

Work is performed under some supervision, generally within a team environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

B – Equipment Checking and Maintenance

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Select and use	1.1 Correct tools are chosen to complete workplace tasks and to

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	hand tools	ensure efficient and safeworking conditions
		1.2 Appropriate personal safety protection is used to minimise personal injury risk
2	**Maintain hand tools**	2.1 Equipment is cleaned and maintained in accordance with manufacturer's specifications and/or local instructions to ensure correct functionality of equipment
		2.2 Unserviceable tools are repaired, replaced or reported to relevant personnel to ensure correct functionality
3	**Secure and store hand tools**	3.1 Tools are transported in a safe, secure, efficient manner to minimise risk of injury to personnel and damage to equipment
		3.2 Tools are stored and secured according to manufacturer's or workplace procedures to prevent damage to, and losses of, equipment

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLIB1028A Maintain and use hand tools.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLIB1028 Maintain and use hand tools

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying precautions and required action to minimise, control or eliminate identified hazards
- applying relevant legislation and workplace procedures
- communicating and working effectively with others
- completing relevant documentation
- identifying, selecting, and efficiently and effectively using relevant hand tools and related materials
- reading, interpreting and following relevant instructions, procedures, information and signs.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements, performance criteria and include knowledge of:

- emergency procedures
- materials for maintaining and using hand tools and the procedures and precautions for their care, use and storage
- problems that can occur maintaining and using hand tools and related action that should be taken
- relevant work health and safety (WHS)/occupational health and safety (OHS), and environmental procedures and regulations
- relevant sections of state/territory regulations, codes of practice and safeworking system requirements
- workplace documentation and records requirements
- workplace procedures and policies for maintaining and using hand tools.

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Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.
-

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLIB3006A Carry out inspection of vehicles designed to carry special loads

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to carry out an inspection of a commercial vehicle designed to carry a special load, including action to implement manufacturers specifications for routine checks of the vehicle and its associated equipment, to clean the vehicle and its associated equipment, and to ensure that all specified safety requirements are met and that the vehicle and equipment are operational to the requirements of both the workplace and the relevant state/territory roads and traffic authority. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the regulations of the relevant roads and traffic authority and workplace procedures and policy concerning vehicle inspection.

Work is performed with limited or minimum supervision, with limited accountability and responsibility for self and others in achieving the prescribed outcomes. It involves the application of routine vehicle checking and maintenance principles and procedures to inspect a commercial vehicle designed to carry special loads across a variety of operational contexts.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Check vehicle	1.1 A visual check of the internal and external condition of the vehicle is carried out in accordance with workplace procedures
	1.2 Pre-operational inspections and checks of the vehicle's tyres, suspension, fluid levels and other critical features are carried out to ensure conformance with road safety standards
	1.3 Associated equipment is tested to ensure it functions correctly to manufacturers specifications
	1.4 Post start-up and shut-down checks are carried out after engine is started to identify possible engine or electrical problems
	1.5 Warning systems (instruments and gauges) are checked to ensure they are operational
	1.6 Where relevant, vehicle-monitoring device is logged on/off in accordance with manufacturers instructions and workplace policy
2 Clean vehicle and ancillary equipment	2.1 Vehicle and associated equipment is cleaned in accordance with workplace procedures and legislation
	2.2 Special purpose ancillary equipment is cleaned in accordance with any relevant government regulations and workplace procedures
3 Complete documentation	3.1 Basic faults are identified and/or diagnosed and appropriate action taken to report or remedy them as required by workplace procedures and legislation

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ELEMENT	PERFORMANCE CRITERIA
	3.2 Records of inspection are updated and recommended repairs documented in accordance with workplace polices

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant duty of care requirements for the routine inspection of vehicles designed to carry special loads
- Relevant OH&S and environmental procedures and regulations
- Procedures for the checking and routine inspection of a commercial vehicle designed to carry special loads in accordance with workplace and manufacturers requirements and established safety rules and regulations including visual inspection procedures, pre-operational checking procedures and warning systems checking procedures
- Problems that may occur during the routine inspection of a vehicle and its associated ancillary equipment, and appropriate actions and solutions
- Techniques for the recognition of faults and vehicle/ancillary system irregularities
- Basic principles of operation of systems on commercial vehicles, including electrical systems, fuel systems, cooling systems, steering systems, exhaust systems, tyres, brakes, and relevant ancillary systems
- Relevant recording and documentation procedures

Required skills:

- Communicate effectively with others when carrying out the routine inspection of a vehicle and its associated ancillary equipment
- Read and interpret instructions, procedures, information, technical data and drawings relevant to the routine inspection of a vehicle and its associated ancillary equipment
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to the routine inspection of a vehicle and its associated ancillary equipment
- Operate electronic communication equipment to required protocol
- Work collaboratively with others when carrying out the routine inspection of a vehicle and its associated ancillary equipment
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and

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Required skills:

interactions with others

- Promptly report and/or rectify any identified problems, faults or malfunctions that may be identified when carrying out the routine inspection of a vehicle and its associated ancillary equipment in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unexpected events when carrying out the routine inspection of a vehicle and its associated ancillary equipment
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
	  • the underpinning knowledge and skills
	  • relevant legislation and workplace procedures
	  • other relevant aspects of the range statement

Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational

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EVIDENCE GUIDE

	situations in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment, and
	  • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation
	• As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
	• Practical assessment must occur:
	  • through activities in an appropriately simulated environment at the registered training organisation, and/or
	  • in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Type of vehicle may include all vehicles designed to carry special loads, for example:	• concrete agitator • livestock transporter • armoured car • tanker • refrigerated vehicle • waste vehicle • fresh produce vehicle • car carrier • container carrier • recovery vehicle
Inspection may be carried out in typical road transport situations, including:	• at day or night • typical weather conditions • in confined spaces, exposed conditions and controlled or open environment • while in a workplace, depot, base or warehouse

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RANGE STATEMENT

	• while in the vehicle on the road • while at a client's worksite
Ancillary equipment will be dependent on type of special load carried and may include:	• refrigeration systems • concrete agitation systems • car transporter systems • livestock transporter systems • waste loading/discharge systems • recovery systems • tanker pumping and related systems • on-board cranes and hoists • armoured car systems
Inspection may include:	• visual checks of vehicle • routine checks of vehicle systems • checks in accordance with a detailed inspection schedule
Routine checks may include:	• water levels • oil levels • air pressure in tyres • brakes • lights • condition of tyres • battery • exhaust system • suspension • functions of associated ancillary equipment
Environmental hazards may include:	• leaking oil and fuel • defective or inappropriately adjusted exhaust systems • inappropriate disposal of vehicle fluids in drains or sewerage systems
Dependent of the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures
Information/records may include:	• workplace routine inspection procedures, checklists and instructions for both the vehicle and associated ancillary equipment • relevant state/territory roads and traffic authority vehicle maintenance regulations • inspection checklists and records • manufacturers instructions, specifications and recommended procedures for both the vehicle and any

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RANGE STATEMENT

	associated ancillary equipment • precautions and procedures to be adopted to protect the environment when inspecting and servicing vehicles designed to carry special loads • OH&S procedures to be followed when inspecting and servicing vehicles designed to carry special loads
Applicable regulations and legislation may include:	• relevant state/territory roads and traffic authority regulations and requirements pertaining to the inspection of vehicles designed to carry special loads • relevant state/territory OH&S legislation • relevant state/territory environmental protection legislation

Unit Sector(s)

Not Applicable

Competency Field

Competency Field B - Equipment Checking and Maintenance

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TLIB5010A Plan and implement maintenance schedules

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to plan and implement maintenance schedules in accordance with relevant regulatory requirements and workplace procedures. This includes establishing maintenance requirements, organising maintenance activities, organising resources, and completing all required procedures and documentation. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the relevant Australian regulations, standards and codes of practice, including the ADG Code.

Work is under general guidance on progress and outcomes of work. It requires discretion and judgement for self and others in planning and using resources, services and processes to achieve required outcomes within workplace policy and procedures.

A range of opportunities may be used to develop the work area and to support the development of work systems, innovative strategies to deal with contingencies and to encourage the achievement of the workplace's goals and key performance objectives by the work area and the individuals and teams within it.

The unit generally applies to those with responsibility for resource co-ordination and allocation and provides leadership of others individually or in teams.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish maintenance requirements	1.1 Equipment specifications, service requirements and workplace procedures are checked for recommended maintenance intervals and processes
	1.2 Special requirements for maintenance of storage zones are identified
	1.3 Comparisons with previous experience, future equipment use, work requirements and standard operating procedures are made to inform the planning process
	1.4 Work plan and work schedule are developed
	1.5 Contractors and/or maintenance providers (internal/external) are identified
	1.6 Costings for process are identified based on work schedule (equipment/staff off-line), equipment manufacturers recommendations, charges for materials, equipment and consumables and external/internal labour charges
	1.7 Required interruptions, processes and procedures are documented and recorded
	1.8 Clearances for any required costs for maintenance are obtained
2 Organise maintenance activities	2.1 Work schedules and staff rosters are checked to identify times when the maintenance process may be scheduled including optimum timing for any shut down
	2.2 Permission from supervisory personnel is obtained for timing of

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ELEMENT	PERFORMANCE CRITERIA
	maintenance to optimise the maintenance process and work
	2.3 Detailed work plans are developed to accord with work schedules, availability of expertise and the resource availability
	2.4 Employees with the required competencies are identified and where necessary appropriate training and assessment is facilitated
	2.5 Approvals for work schedule, employee work pattern and maintenance schedule adjustments are obtained and work plan is refined to ensure the maintenance program will maintain workplace outputs in terms of workplace policy
3 Organise resources	3.1 Required equipment, personnel and consumables are allocated in accordance with workplace procedures
	3.2 Consumables, equipment and expertise are located and coordinated to meet maintenance work schedule
	3.3 Externally sourced equipment, consumables and expertise are identified and appropriate arrangements made for procurement
4 Complete maintenance procedures	4.1 Completed work is checked against the maintenance schedule and the work plan
	4.2 Records of work are completed and forwarded to appropriate personnel noting areas where additional maintenance is required to maintain optimum work output and equipment life

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant Australian and international regulations, codes of practice and legislative requirements including local and international freight regulations
- Relevant OH&S and environmental procedures and regulations
- Procedures for identification and interpretation of maintenance requirements
- Procedures for identification and evaluation of information needed to plan and implement maintenance schedules
- Procedures for reviewing system options for maintenance operations including appropriate risk analysis
- Procedures for liaising with manufacturers and suppliers
- Procedures establishing and/or monitoring suitable maintenance systems

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REQUIRED KNOWLEDGE AND SKILLS

- Focus of operation of maintenance systems, resources, management and workplace operating systems
- Characteristics and capabilities of equipment, materials and processes used
- Relative features and risks of various maintenance systems, their applications and processes, and issues involved in their use
- Quality and customer service standards, policies and procedures
- Application of relevant Australian and international standards and associated certification requirements
- Resource availability including the competencies of individuals in the team/group
- The application of current competencies within functional activity
- Coaching and mentoring approaches to support team members to share knowledge and skills
- Relevant workplace documentation procedures
- Contacts and sources of information/documentation needed when planning and implementing maintenance systems
- Procedures for operating electronic communications equipment

Required skills:

- Communicate effectively with others when planning and implementing maintenance schedules
- Read and interpret instructions, procedures, information and signs relevant to the planning and implementing of maintenance schedules
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to the planning and implementing of maintenance schedules
- Work collaboratively with others in the planning and implementing of maintenance schedules
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems, faults or malfunctions in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unexpected events
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Adapt to differences in equipment in accordance with standard operating procedures
- Ensure the servicing of equipment in terms of maintenance schedule and standard operating

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Required skills:

procedures

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
  - the underpinning knowledge and skills
  - relevant legislation and workplace procedures
  - other relevant aspects of the range statement

Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
  - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
  - access to an appropriate range of relevant operational situations in the workplace
- In both real and simulated environments, access is required to:
  - relevant and appropriate materials and equipment, and
  - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation
- As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
- Practical assessment must occur:
  - through activities in an appropriately simulated environment at the registered training organisation, and/or

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EVIDENCE GUIDE

- in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Work may be undertaken in:	• various work environments in the warehousing, storage, transport and distribution industries
Customers may be:	• internal or external
Operations may be conducted:	• by day or night
The workplace environment may involve:	• twenty-four hour operation • single- and multi-site location • large, medium and small workplaces
Work systems may include:	• preventative and remedial maintenance schedules, protocols and procedures • faulty equipment tagging and repair/replacement systems • equipment inventory and identification systems • communications equipment • workplace operations • authorities and permits • hours of operation • relevant regulations
Consultative processes may involve:	• employees, supervisors and managers • equipment manufacturers and suppliers • contractors • industrial relations and OH&S specialists • other professional or technical staff
Communications systems may involve:	• telephone • fax • email • electronic data transfer of information • mail
Depending on the type of organisation concerned and the local terminology used, workplace	• company procedures • enterprise procedures

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RANGE STATEMENT

procedures may include:	• organisational procedures • established procedures
Documentation/records may include:	• Australian and international codes of practice and regulations relevant to equipment maintenance • Australian and international regulations and codes of practice for the handling, storage and transport of dangerous goods and hazardous substances, including the ADG Code • workplace operating procedures, maintenance schedules and policies • operations manuals, job specifications and procedures and induction documentation • Safe Working Limits (SWL) and Working Load Limits (WLL) of transport options • supplier and/or client instructions • statistical information on equipment malfunctions, maintenance and repairs • relevant Australian standards, criteria and certification requirements • communications technology equipment and oral, aural or signed communications • quality assurance and customer service standards and procedures • emergency procedures • relevant competency standards and training materials • QA plans, data and document control • conditions of service, legislation and industrial agreements including workplace agreements and awards
Applicable regulations and legislation may include:	• regulations and codes of practice related to equipment maintenance • Australian and international regulations and codes of practice for the handling, storage and transfer of dangerous goods and hazardous substances • relevant Australian and international standards and certification requirements • relevant state/territory OH&S legislation • relevant state/territory environmental protection legislation • licence, patent or copyright arrangements • relevant workplace relations legislation • relevant workers compensation legislation • equal opportunity, equal employment opportunity and affirmative action legislation

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Unit Sector(s)

Not Applicable

Competency Field

Competency Field B - Equipment Checking and Maintenance

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TLIC3063A Operate vehicle carrying special loads

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to drive a vehicle carrying a special load safely including compliance with road traffic authority and other relevant government regulations and company policies; and effective management of hazardous situations. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Driving must be carried out in compliance with the licence and permit requirements and regulations of the relevant state/territory roads and traffic authority as well as the specific regulatory and permit requirements pertaining to the special load being carried.

Driving is performed with limited or minimum supervision, with limited accountability and responsibility for self and others in achieving the prescribed outcomes.

Driving involves the application of routine vehicle driving principles and procedures to maintain the safety and operation of a commercial vehicle carrying a special load across a variety of driving contexts.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Carry out pre-operational checks	1.1 The pre-operational checks for the special purpose vehicle and its associated ancillary equipment are carried out in accordance with manufacturers requirements, government regulations and workplace policies and procedures
	1.2 All faults and defects identified during checks are repaired or reported in accordance with workplace procedures
2 Drive a vehicle carrying special loads	2.1 The vehicle is manoeuvred in accordance with the regulations/permit requirements for the class of vehicle involved and the load being carried
	2.2 Vehicles carrying explosives or dangerous goods are driven along designated routes in accordance with the relevant codes, relevant government regulations and workplace policies
	2.3 The load is transported and the vehicle manoeuvred in accordance with any required precautions relating to unusual/special characteristics of the load and/or relevant government regulations pertaining to the special load including the Australian Dangerous Goods Code and the Australian Explosives Code
	2.4 Signs or indicators are fixed to the vehicle if required
	2.5 Appropriate procedures are followed for the load concerned in the event of a driving emergency

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Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant road rules, regulations, permit and licence requirements of the relevant state/territory road traffic authority
- Where applicable, Australian regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including the Australian Dangerous Goods Code and the Australian Explosives Code
- Relevant OH&S and environmental procedures and regulations
- Vehicle controls, instruments and indicators and their use
- Workplace driving and operational instructions
- Procedures to be followed in the event of a driving emergency
- Engine power management and safe driving strategies
- Efficient driving techniques
- Pre-operational checks carried out on vehicle and related action
- Differences between transmission types
- Map reading and road navigation techniques
- Factors which may cause traffic delays and diversions and related action that can be taken by a driver
- Principles of stress management when driving a vehicle
- Causes and effects of fatigue on drivers
- Factors which increase fatigue-related accidents
- Fatigue management strategies including on-road techniques
- Lifestyles which promote the effective long-term management of fatigue

Required skills:

- Communicate effectively with others when driving a vehicle designed to carry special loads
- Read and interpret instructions, procedures, information and signs relevant to the driving of a vehicle designed to carry special loads
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to the driving of a vehicle designed to carry special loads
- Operate electronic communication equipment to required protocol
- Work collaboratively with others when driving a vehicle designed to carry special loads
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others

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Required skills:

- Promptly report and/or rectify any identified problems, faults or malfunctions that may arise when driving a vehicle designed to carry special loads in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unexpected events when driving a vehicle designed to carry special loads
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during the driving of a vehicle designed to carry special loads
- Monitor and anticipate traffic hazards and take appropriate action
- Modify activities depending on differing operational contingencies, risk situations and environments
- Apply fatigue management knowledge and techniques
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards
- Monitor performance of vehicle and its equipment and load and take appropriate action if required
- Service vehicle and its equipment in terms of maintenance schedule and standard operating procedures
- Check and replenish fluids and carry out lubrication processes in the course of work activities

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
	  • the underpinning knowledge and skills
	  • relevant legislation and workplace procedures
	  • other relevant aspects of the range statement

Context of and specific resources	• Performance is demonstrated consistently over a period

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EVIDENCE GUIDE

for assessment	of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment, and
	  • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation
	• As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
	• Practical assessment must occur:
	  • through activities in an appropriately simulated environment at the registered training organisation, and/or
	  • in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Type of vehicle includes:	• all vehicles designed to carry special loads, for example concrete agitator, livestock transporter, armoured car, tanker, refrigerated vehicle, waste vehicle, fresh produce vehicle, car carrier, container carrier, recovery vehicle
Driving may be carried out in typical road transport situations, including:	• operations conducted at day or night • typical weather conditions • on the open road • on a private road • while at a depot, base or warehouse

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RANGE STATEMENT

	• while at a client's workplace or work site
Vehicle handling procedures may include:	• starting a vehicle • steering and manoeuvring a vehicle • accelerating and braking • positioning and stopping a vehicle • reversing a vehicle • operating vehicle controls, instruments and indicators • using defensive driving techniques • managing engine performance
Pre-operational checks may include:	• visual check of vehicle • checking and topping up of fluid levels • checks of tyre pressures • checks of operation of vehicle lights and indicators • checks of brakes
Minor routine repairs may include:	• replacement of blown globes in vehicle lights • replacement of broken fan belt • replacement of blown fuse • replacement of door mirrors • repairs to rear tail-light lens • changing of tyres • repair of tyre punctures • replacement of broken coolant hose
Designated routes are:	• those that are determined by permit/regulatory requirements for a specific class of load such as explosives or dangerous goods
Driving hazards may include (examples only):	• wet and iced roads • oil on road • animals and objects on road • fire in vehicle • leaking fuel • faulty brakes • parked vehicles on the road • faulty steering mechanism on vehicle • pedestrians crossing the road • flooded sections of road • windy sections of road • foggy conditions
Factors that can cause traffic delays and diversions may include (examples only):	• traffic accidents • flooded sections of road • road damage

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RANGE STATEMENT

	• bridge/tunnel damage • road works • building construction • emergency situations such as bushfires, building fires, etc • road closures for special events such as marches, parades, etc • holiday traffic • road closures for utility works such as electricity, water, sewerage, telecommunications, gas, etc.
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures
Documentation/records may include:	• state/territory driving licence requirements • state/territory road rules • workplace driving instructions and procedures for drivers of vehicles carrying the specific load concerned • vehicle manufacturers instructions, specifications and recommended driving procedures including preoperational checks of vehicle • procedures/designated routes prescribed by the relevant authority for vehicles carrying the specific loads concerned
Applicable procedures and codes may include:	• relevant state/territory roads and traffic authority driving regulations and licence/permit requirements pertaining to the class of vehicle • relevant regulations/permit requirements specific to the load being carried • Australian regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including the Australian Dangerous Goods Code and the Australian Explosives Code • relevant state/territory road rules • relevant state/territory OH&S legislation • relevant state/territory fatigue management regulations • relevant State/Territory environmental protection legislation

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Unit Sector(s)

Not Applicable

Competency Field

Competency Field C - Vehicle Operation

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TLID1001 Shift materials safely using manual handling methods

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit involves the skills and knowledge required to shift loads safely using manual handling methods. Work must be carried out in compliance with the relevant work health and safety (WHS)/occupational health and safety (OHS) regulations concerning the manual handling and movement of loads.

It includes assessing the risks associated with relocating the load, planning the relocation process and carrying out the relocation in accordance with the plan.

Work is performed under some supervision generally within a team environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

D – Load Handling

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Assess risks associated with	1.1 Products, goods or materials to be relocated are identified and assessed to determine appropriate relocation method

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relocating load	1.2	Storage locations are determined and potential routes to be followed are identified
	1.3	Effect of load relocation on original load base is predicted
	1.4	Points of balance are estimated
	1.5	Required clearances are compared to available space and adjustments are made to moving loads to reflect required clearance
	1.6	Effects of moving contents, which may be loose, liquid, dangerous or hazardous, are considered
	1.7	Risks in potential routes are considered
	1.8	Risks to self are identified arising from the required lifting, load carrying, set down or movement of the goods
	1.9	Manual handling procedures for lifting, lowering and carrying, pushing and pulling are identified
	1.10	Team lifting processes are considered when moving loads
	1.11	Appropriate personal protective equipment is determined
	1.12	Size to weight ratio of items to be manually handled are identified
2 Plan load relocation	2.1	Relocation of the load is planned, consistent with the code of practice for manual handling and in accordance with the risk assessment
	2.2	Process for relocating load is proposed including predicting and planning for potential difficulties
	2.3	Proposed process is checked for compliance with code of practice and workplace procedures
3 Relocate load	3.1	Actions for lifting, lowering and carrying, pulling and pushing a load are in accordance with workplace procedures and WHS/OHS requirements
	3.2	Applications appropriate for team relocation of load are identified
	3.3	Team lifting tasks are coordinated
	3.4	Planned process and route are followed

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3.5 Relocated materials are set down without damage to goods, personnel or equipment and are checked for stability

3.6 Relocation is checked to see it meets work requirements and variance/s are reported

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLID1001A Shift materials safely using manual handling methods.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLID1001 Shift materials safely using manual handling methods

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying precautions and required action to minimise, control or eliminate risks that may exist when manually lifting and handling materials and goods
- applying relevant legislation and workplace procedures
- communicating effectively with others when manually lifting and handling materials and goods
- implementing contingency plans when manually lifting and handling, materials and goods
- interpreting and following operational instructions and prioritising work
- interpreting manual handling risks
- modifying activities depending on operational contingencies, risk situations and environments
- operating and adapting to differences in loads and materials in accordance with standard operating procedures
- reading and interpreting instructions, procedures and information relevant to the manual lifting and handling of materials and goods
- selecting and using required personal protective equipment conforming to industry and work health and safety (WHS)/occupational health and safety (OHS) standards
- using correct manual handling practices
- working collaboratively with others when manually lifting and handling materials and goods
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

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Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- housekeeping standards and procedures
- relevant WHS/OHS procedures and guidelines concerning the manual lifting and movement of loads
- risks when manually lifting and handling materials and goods, and related precautions to control the risk, including:
- controlled actions on a movement during lifting
- distance over which load is to be shifted
- frequency of shifting operations
- load on the spine during lifting
- postures and positions during lifting
- rotation and side movement of the spine during lifting
- time allowed for shifting the load
- type, weight and position of the load
- work layout
- site layout and obstacles
- workplace procedures and policies for manual handling.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including workplace procedures, regulations, codes of practice

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and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLID1001A Shift materials safely using manual handling methods

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to shift loads using manual handling methods, including assessing the risks associated with relocating the load, planning the relocation process and carrying out the relocation in accordance with the plan. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the relevant OH&S regulations concerning the manual handling and movement of loads.

Work is performed under some supervision generally within a team environment.

Work involves the application of the basic principles for the safe manual handling techniques and movement of loads when shifting materials using manual handling methods as part of day-to-day work.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Assess risks associated with the relocation of the load	1.1 Products, goods or materials to be relocated are identified and assessed for the appropriate method of relocation 1.2 Locations for storage are determined and potential routes to be followed are identified 1.3 Effect of load relocation on original load base is predicted 1.4 Points of balance are estimated 1.5 Required clearances are compared to available space and adjustments are made 1.6 Effects of moving contents which may be loose, liquid, dangerous or hazardous are considered 1.7 Potential risks in route(s) which may be followed are considered 1.8 Risks to self are identified arising from the required lifting, load carrying, set down or movement of the goods 1.9 Manual handling procedures for lifting, lowering and carrying, pushing and pulling are identified 1.10 Team lifting processes are considered for application 1.11 Appropriate personal protective equipment is worn 1.12 Size to weight ratio of items to be manually handled are identified
2 Plan load relocation	2.1 Relocation of the load is planned consistent with the code of practice for manual handling 2.2 Process for relocating load is proposed including predicting and planning for potential difficulties 2.3 Proposed process is checked against code of practice and workplace procedures for compliance

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ELEMENT	PERFORMANCE CRITERIA
3 Relocate load	3.1 Actions for lifting, lowering and carrying, pulling and pushing a load are in accordance with workplace procedures and OH&S requirements 3.2 Applications appropriate for team relocation of load are identified 3.3 Team lifting tasks are coordinated 3.4 Planned process and route are followed 3.5 Relocated materials are set down without damage to goods, personnel or equipment and checked for stability 3.6 Relocation is checked to see that it meets work requirements, with any variance(s) reported

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant OH&S procedures and guidelines concerning the manual lifting and movement of loads
- Risks when manually lifting and handling materials and goods and related precautions to control the risk, including: the load on the spine during lifting; controlled actions on a movement during lifting; rotation and side movement of the spine during lifting; postures and positions during lifting; work layout; the type, weight and position of the load; frequency of shifting operations; distance over which load is to be shifted; and time allowed for the shifting of the load
- Workplace procedures and policies for manual handling
- Housekeeping standards procedures required in the workplace
- Site layout and obstacles

Required skills:

- Communicate effectively with others when manually lifting and handling materials and goods
- Read and interpret instructions, procedures and information relevant to the manual lifting and handling of materials and goods
- Interpret and follow operational instructions and prioritise work
- Work collaboratively with others when manually lifting and handling materials and goods

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Required skills:

- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems that may arise when manually lifting and handling materials and goods in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unexpected situations that may occur when manually lifting and handling materials and goods
- Apply precautions and required action to minimise, control or eliminate risks that may exist when manually lifting and handling materials and goods
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Apply fatigue management knowledge and techniques
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in loads and materials in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of:
	  • applying the underpinning knowledge and skills
	  • interpreting manual handling risks
	  • using correct manual handling practices
	  • applying relevant legislation and workplace procedures

Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts

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EVIDENCE GUIDE

	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment, and
	  • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment	• As a minimum, assessment of knowledge must be conducted through appropriate assessments using written/practical/oral assessments
	• Practical assessment must occur:
	  • through activities in an appropriately simulated environment, and/or
	  • in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

The shifting operations may be conducted:	• in a range of work environments • by day or night
Customers may be:	• internal or external
Workplaces may comprise:	• large, medium or small worksites
Work may be conducted in:	• restricted spaces • exposed conditions • controlled or open environments
Materials to be shifted may include:	• goods • large luggage items • baggage items

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RANGE STATEMENT

	• equipment and tools • cleaning materials • components and parts of vehicles and equipment such as tyres, batteries, lifting gear, etc. • materials used in the course of work such as drums of fuel, raw materials, packaging, etc.
Loads to be shifted may be:	• irregularly shaped • packaged or unpackaged • labelled or unlabelled
Hazards in the work area may include exposure to:	• chemicals • dangerous or hazardous substances • movements of equipment, goods and materials • weight of items being handled
Personnel in the work area may include:	• workplace personnel • site visitors • contractors • official representatives
Communication in the work area may include:	• phone • electronic data interchange • fax • email • internet • radio • oral, aural or signed communications
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures
Personal protective equipment may include:	• gloves • safety headwear and footwear • safety glasses • two-way radios • high visibility clothing
Information/documents may include:	• goods identification numbers and codes • manifests, bar codes, goods and container identification • manufacturers specifications for equipment/tools • workplace procedures and policies • supplier and/or client instructions • material safety data sheets • codes of practice including the National Standards for

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RANGE STATEMENT

Applicable regulations and legislation may include:	Manual Handling and the Industry Safety Code • relevant legislation, regulations and related documentation • award, enterprise bargaining agreement, other industrial arrangements • standards and certification requirements • quality assurance procedures • emergency procedures • relevant state/territory OH&S legislation • relevant state/territory environmental protection legislation • workplace relations regulations • workers compensation regulations • licence, patent or copyright arrangements • dangerous goods and air freight regulations • export/import/quarantine/bond requirements • marine orders

Unit Sector(s)

Not Applicable

Competency Field

Competency Field D - Load Handling

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TLID2003 Handle dangerous goods/hazardous substances

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit involves the skills and knowledge required to handle dangerous goods and hazardous substances in accordance with relevant work health safety (WHS)/occupational health and safety (OHS) regulations concerning the safe handling of dangerous goods and hazardous substances, within the transport and logistics industry.

It includes identifying requirements for working with dangerous goods and/or hazardous substances, confirming site incident procedures and selecting handling techniques.

Work is performed under general supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

D – Load Handling

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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essential outcomes.	demonstrate achievement of the element.
1 Identify requirements for working with dangerous goods and/or hazardous substances	1.1 Dangerous goods/hazardous substances are identified from information including class labels, manifests and other documentation
	1.2 Job hazards are identified and required action is taken to minimise, control or eliminate identified hazards
	1.3 Storage requirements for dangerous goods/hazardous substances are identified and applied
	1.4 Legislative requirements for dangerous goods/hazardous substances are used to plan work activities
	1.5 Handling procedures for different classes and characteristics of goods are observed
	1.6 Confirmation is sought from relevant personnel where dangerous goods/hazardous materials do not appear to be appropriately marked
2 Confirm site incident procedures	2.1 Incident reporting processes are identified
	2.2 Emergency equipment is located and checked in accordance with workplace procedures and statutory regulations
	2.3 Emergency procedures are identified and confirmed
3 Select handling techniques	3.1 Load handling and shifting procedures are selected in accordance with identified requirements for particular goods
	3.2 Handling equipment is checked for conformity with workplace requirements and manufacturer guidelines
	3.3 Suitable signage or placards are checked for compliance with workplace procedures, as required

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLID2003A Handle dangerous goods/hazardous substances.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLID2003 Handle dangerous goods/hazardous substances

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- communicating and working effectively with others
- completing relevant documentation
- determining required permits
- estimating weight and dimensions of load and any special requirements
- identifying and assessing handling and storage precautions and requirements for dangerous goods/hazardous substances
- identifying and selecting safety requirements for handling dangerous goods/hazardous substances
- identifying containers and goods coding, markings and emergency information panels for mode of transport storage selected
- identifying dangerous goods/hazardous substances using labels, International Maritime Dangerous Goods (IMDG) Code markings, HAZCHEM signs and other relevant identification criteria
- identifying job and site hazards, and planning work to minimise risks
- implementing contingency plans
- maintaining workplace records and documentation
- modifying activities depending on operational contingencies, risk situations and environments
- monitoring and prioritising work activities in terms of planned schedule, predicting consequences and identifying improvements
- operating and adapting to differences in equipment in accordance with standard operating procedures
- operating electronic communications equipment to required protocol
- reading, interpreting and following relevant instructions, procedures, regulations, information and signs
- recognising hazards and applying precautions and required action to minimise, control or eliminate recognised hazards
- reporting and/or rectifying identified problems, faults or malfunctions promptly, in accordance with regulatory requirements and workplace procedures

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- selecting and using required personal protective equipment (PPE) conforming to industry and work health and safety (WHS)/occupational health and safety (OHS) standards
- selecting appropriate equipment and work systems including PPE
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- equipment applications, capacities, configurations, safety hazards and control mechanisms
- housekeeping standards and procedures
- permit and licence requirements
- problems that may arise when handling of dangerous goods and hazardous substances and actions that should be taken to prevent or solve these problems
- relevant aspects of current Australian Dangerous Goods (ADG) Code and relevant Australian Standards
- relevant regulations and codes concerning handling dangerous goods/hazardous substances
- risks when handling dangerous goods/hazardous substances and related precautions to control risk
- workplace procedures for handling and storing dangerous goods/hazardous substances.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy

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requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- applicable documentation including workplace procedures, regulations, current ADG Code, codes of practice and operation manuals
- relevant materials, tools, equipment, and personal protective equipment currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLID2004 Load and unload goods/cargo

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit involves the skills and knowledge required to load and unload goods and cargo in accordance with relevant state/territory roads and traffic authority regulations/permit requirements.

It includes loading and unloading goods and cargo, securing and protecting a load and completing all required documentation.

Work is performed under general supervision within a team environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

D – Load Handling

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Load and unload goods/cargo**	1.1 Load characteristics are identified and taken into account when determining appropriate loading and unloading workplace procedures
		1.2 Job hazards are identified and required action is taken to minimise, control or eliminate identified hazards
		1.3 Dangerous or hazardous goods are identified and handled in accordance with the current Australian Dangerous Goods (ADG) Code and other relevant regulations/permit requirements
		1.4 Load is packed/unpacked to make safe and effective use of available spaces
		1.5 Goods/cargo are loaded in accordance with relevant mass and loading regulations and workplace procedures
		1.6 Lifting aids and appliances are selected and used to aid loading procedures in accordance with workplace procedures and safety legislation
		1.7 Unloading activities are conducted in a safe and efficient manner taking into account suitable locations, stowage, safe use of equipment and balance of remaining load
		1.8 Goods requiring special handling and/or documentation are identified and workplace procedures are followed
		1.9 Relocated material is restacked appropriate for transport method, safe height, weight loading, size and crushability of goods
2	**Secure and protect load**	2.1 Load distribution is checked to ensure it is even, legal and within safe working capacity
		2.2 Load is checked to ensure dangerous goods and hazardous substances are appropriately segregated in accordance with current ADG Code
		2.3 Load is secured using correct load restraint and protection equipment for different loads, carrying and storage conditions
		2.4 Load is protected in accordance with legal and workplace safety requirements
3	**Complete**	3.1 Load is inspected and checked for security to travel, in accordance with relevant regulations/permit requirements

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documentation		and current ADG Code, as required
	3.2	All required goods documentation is completed in accordance with workplace requirements including current ADG Code, as required

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLID2004A Load and unload goods/cargo.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLID2004 Load and unload goods/cargo

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying required action to minimise, control or eliminate identified hazards
- completing relevant documentation
- estimating load size, shape and special requirements and taking appropriate action
- identifying containers and goods coding, Australian Dangerous Goods (ADG) and International Maritime Dangerous Goods (IMDG) Code markings and emergency information panels, and taking appropriate action
- implementing contingency plans
- interpreting and following operational instructions and prioritising work
- modifying activities depending on operational contingencies, risk situations and environments
- monitoring work activities in terms of planned schedule
- operating and adapting to differences in cargo and equipment in accordance with operating procedures
- reporting and/or rectifying identified problems promptly, in accordance with regulatory requirements and workplace procedures
- reading and interpreting relevant instructions, procedures, information, signs and labels
- applying relevant legislation and workplace procedures
- selecting and using required personal protective equipment conforming to industry and work health safety (WHS)/occupational health and safety (OHS) standards
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

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Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- chain of responsibility workplace procedures
- housekeeping workplace procedures
- national load restraint guidelines
- problems that may arise when loading and unloading goods and cargo and actions that should be taken to prevent or solve these problems
- relevant Australian and international regulations and codes of practice for handling and transporting dangerous goods and hazardous substances
- relevant Australian Standards and regulations including state/territory mass and loading regulations
- risks when loading and unloading goods/cargo and related precautions to control risk
- safe work methods for securing load
- security awareness requirements when loading and unloading vehicles and in particular recognising, isolating and reporting suspicious cargo and goods
- site layout and obstacles
- WHS/OHS procedures and guidelines concerning the lifting and movement of loads
- workplace procedures and policies for loading and unloading goods/cargo.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- applicable documentation including workplace procedures, regulations, national Load Restraint Guide (LRG), codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in

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industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLID2010 Operate a forklift

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit involves the skills and knowledge required to operate a forklift in compliance with the relevant state/territory authority licence requirements and regulations, in a variety of operational contexts.

It includes checking forklift condition, driving forklift to fulfil operational requirements, and monitoring and maintaining forklift performance and site conditions.

Assessment of this unit will usually be undertaken within a licensing examination conducted by, or under the authority of, the relevant state/territory work health and safety (WHS)/occupational health and safety (OHS) authority.

Operation of a forklift is performed under some supervision, generally within a team environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

D – Load Handling

Unit Sector

Not applicable.

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Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Check forklift condition	1.1 Condition of forklift is checked for compliance with WHS/OHS and workplace requirements for warning devices, manufacturer specifications and nature of load shifting task
	1.2 Attachments are checked to ensure appropriate adjustment and operation
	1.3 Mirrors and seats are adjusted for safe operation by driver
	1.4 Logbooks are checked and appropriate workplace documentation is completed in accordance with workplace requirements
2 Drive forklift	2.1 Forklift is started, steered, manoeuvred, positioned and stopped in accordance with regulations and manufacturer instructions
	2.2 Engine power is managed to ensure efficiency and performance and to minimise engine and gear damage
	2.3 Operational hazards are identified and/or anticipated and avoided or controlled through defensive driving and appropriate hazard control techniques
	2.4 Forklift is driven in reverse, maintaining visibility and achieving accurate positioning
	2.5 Forklift is parked, shut down and secured in accordance with manufacturer specifications, regulations and workplace procedures
3 Operate forklift to handle loads	3.1 Lifting task to be undertaken is appropriately planned, and correct lifting truck and attachments are selected
	3.2 Load is lifted, carried, lowered and set down in accordance with WHS/OHS legislation, manufacturer specifications and company procedures
4 Monitor site conditions	4.1 Hazards and traffic flow are identified when selecting the most efficient route and appropriate adjustments are made
	4.2 Site conditions are assessed to enable safe operations and to ensure no injury to people or damage to property, equipment, loads or facilities occurs

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5 Monitor and maintain forklift performance	5.1 Performance and efficiency of vehicle operation is monitored during use
	5.2 Defective/irregular performance and malfunctions are reported to relevant personnel
	5.3 Forklift records are maintained/updated in accordance with workplace procedures and legislative requirements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLID2010A Operate a forklift.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLID2010 Operate a forklift

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying precautions and required action to minimise, control or eliminate identified hazards
- applying relevant legislation and workplace procedures
- checking and replenishing fluids, and carrying out lubrication processes
- communicating and working effectively with others
- completing relevant documentation
- ensuring forklift and its equipment are maintained in terms of service schedule and standard operating procedures
- identifying points of balance and safe lifting positions on a range of loads when operating a forklift (including accessories)
- modifying activities depending on operational contingencies, risk situations and environments
- monitoring performance of forklift and its equipment, and taking appropriate action as required
- monitoring and prioritising work activities in terms of planned schedule
- operating and adapting to differences in equipment in accordance with standard operating procedures
- operating electronic communications equipment to required protocol
- reading, interpreting and following relevant instructions, procedures, information and signs
- reporting and/or rectifying identified problems, faults or malfunctions promptly, in accordance with regulatory requirements and workplace procedures
- selecting and using required personal protective equipment conforming to industry and WHS/OHS standards
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

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Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- efficient driving techniques
- engine power management and safe operating strategies
- forklift controls, instruments and indicators, and their use
- forklift handling procedures
- high risk work licence requirements
- operating hazards and related defensive driving and hazard control techniques
- operational emergency procedures
- pre-operational checks carried out on forklift and related action
- principles of stress management when driving a forklift
- relevant duty of care requirements for operating a forklift
- relevant WHS/OHS and environmental procedures and regulations
- site layout and obstacles
- workplace operating procedures.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLID2010A Operate a forklift

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to operate a forklift, including checking forklift condition, driving the forklift to fulfil operational requirements, monitoring site conditions, and monitoring and maintaining forklift performance. Assessment of this unit will usually be undertaken within a licensing examination conducted by, or under the authority of, the relevant state/territory OH&S authority. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Operation of a forklift must be carried out in compliance with the licence requirements and regulations of the relevant state/territory authority.

Operation of a forklift is performed under some supervision, generally within a team environment. It involves the application of routine equipment operation principles and procedures to maintain the safety and operation of a forklift in a variety of operational contexts.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Check forklift condition	1.1 Condition of forklift is checked for compliance with OH&S and workplace requirements for warning devices, manufacturers specifications and the nature of the load shifting task
	1.2 Attachments are checked to ensure appropriate adjustment and operation
	1.3 Mirrors and seats are adjusted for safe operation by the driver
	1.4 Log books are checked and appropriate workplace documentation is completed in accordance with workplace requirements
2 Drive the forklift	2.1 Forklift is started, steered, manoeuvred, positioned and stopped in accordance with regulations and manufacturers instructions
	2.2 Engine power is managed to ensure efficiency and performance and to minimise engine and gear damage
	2.3 Operational hazards are identified and/or anticipated and avoided or controlled through defensive driving and appropriate hazard control techniques
	2.4 Forklift is driven in reverse, maintaining visibility and achieving accurate positioning
	2.5 The forklift is parked, shut down and secured in accordance with manufacturers specifications, regulations and workplace procedures
3 Operate a forklift to handle loads	3.1 The lifting task to be undertaken is appropriately planned and the correct lifting truck and attachments are selected
	3.2 The load is lifted, carried, lowered and set down in accordance with OH&S legislation, manufacturers specifications and company procedures

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ELEMENT	PERFORMANCE CRITERIA
4 Monitor site conditions	4.1 When selecting the most efficient route, hazards and traffic flow are identified and appropriate adjustments are made
	4.2 Site conditions are assessed to enable safe operations and to ensure no injury to people or damage to property, equipment, loads or facilities occurs
5 Monitor and maintain forklift performance	5.1 Performance and efficiency of vehicle operation is monitored during use
	5.2 Defective/irregular performance and malfunctions reported to relevant personnel
	5.3 Forklift records are maintained/updated in accordance with workplace procedures and legislative requirements

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant duty of care requirements pertaining to the operation of a forklift
- Relevant OH&S and environmental procedures and regulations
- Workplace operating procedures
- Forklift controls, instruments and indicators and their use
- Forklift handling procedures
- Procedures to be followed in the event of an operational emergency
- Engine power management and safe operating strategies
- Efficient driving techniques
- Operating hazards and related defensive driving and hazard control techniques
- Pre-operational checks carried out on forklift and related action
- Principles of stress management when driving a forklift
- Site layout and obstacles

Required skills:

- Communicate effectively with others when operating a forklift
- Read and interpret instructions, procedures, information and signs relevant to the operation of a forklift

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Required skills:

- Interpret and follow operational instructions and prioritise work
- Complete documentation related to the operation of a forklift
- Operate electronic communication equipment to required protocol
- Work collaboratively with others when operating a forklift
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems, faults or malfunctions in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unexpected events when operating a forklift
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during the operation of a forklift
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Apply fatigue management knowledge and techniques
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards
- Identify points of balance and safe lifting positions on a range of loads when operating a forklift (including accessories)
- Monitor performance of forklift and its equipment and take appropriate action where required
- Ensure that a forklift and its equipment are maintained in terms of service schedule and standard operating procedures
- Check and replenish fluids and carry out lubrication processes in the course of work activities

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the

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EVIDENCE GUIDE

demonstrate competency in this unit	requirements of the elements and performance criteria of this unit and include demonstration of applying: • the underpinning knowledge and skills • relevant legislation and workplace procedures • other relevant aspects of the range statement

Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment, and
	  • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation
	• As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
	• Practical assessment must occur:
	  • through activities in an appropriately simulated environment at the registered training organisation, and/or
	  • in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Types of forklift may include:	• counterbalance trucks • reach trucks • pallet trucks

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RANGE STATEMENT

Operations may be carried out in typical forklift operational situations, including:	• operations conducted at day or night • typical weather conditions • on the open road • on a private road or worksite • while at a workplace
Customers may be:	• internal or external
Workplaces may comprise:	• large, medium or small worksites
Work may be conducted in:	• restricted spaces • exposed conditions • controlled or open environments
Loads to be shifted may require:	• special precautions
Loads to be shifted may be:	• irregularly shaped • packaged or unpackaged • labelled or unlabelled • palleted or unpalleted
Hazards in the work area may include exposure to:	• chemicals • dangerous or hazardous substances • movements of equipment, goods and materials
Personnel in the work area may include:	• workplace personnel • site visitors • contractors • official representatives
Forklift handling procedures may include:	• starting a forklift • steering and manoeuvring a forklift • accelerating and braking • positioning and stopping a forklift • reversing a forklift • operating forklift controls, instruments and indicators • using defensive driving techniques • managing engine performance
Pre-operational checks may include:	• visual check of forklift • checking and topping up of fluid levels • checks of tyres • checks of operation of forklift lights and indicators • checks of brakes
Hazards may include (examples only):	• wet and iced operating surfaces • oil on operating surface

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RANGE STATEMENT

	• faulty brakes • workplace obstacles and other operational equipment and vehicles • damaged loads and pallets • other personnel in work area
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures
Personal protection equipment may include:	• gloves • safety headwear and footwear • safety glasses • two-way radios • high visibility clothing
Information/documents may include:	• goods identification numbers and codes, including IMDG markings and HAZCHEM signs • manifests, bar codes, picking slips, merchandise transfers, stock requisitions, goods and container identification • Australian Standard 2359 - Industrial Truck Code • manufacturers specifications for forklift and associated equipment • operations and service record book or log • workplace procedures and policies for the operation of forklifts • supplier and/or client instructions • ADG Code and material safety data sheets • regulatory requirements concerning the use of forklifts • award, enterprise bargaining agreement, other industrial arrangements • standards and certification requirements • quality assurance procedures • emergency procedures
Applicable procedures and codes may include:	• relevant state/territory regulations pertaining to the operation of forklifts • relevant codes and standards, including Australian Standard 2359 - Industrial Truck Code • relevant state/territory OH&S legislation • relevant state/territory fatigue management regulations • relevant state/territory environmental protection legislation

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Unit Sector(s)

Not Applicable

Competency Field

Competency Field D - Load Handling

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TLID2012A Operate specialised load shifting equipment

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to operate specialised load shifting equipment in accordance with workplace requirements and relevant regulatory requirements, including planning work for the current working conditions; using controls and equipment operating systems to manage movement of the unit and accessory operations; locating load and identifying load characteristics; moving materials and loads; monitoring and operating controls; and stopping, parking and securing equipment after operation. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in accordance with codes, regulations, licence and/or permit and workplace requirements relevant to operation of the specialised load shifting equipment concerned.

Safety checks and equipment tests are performed under limited supervision.

Work involves the application of regulatory requirements and workplace procedures to the operation of specialised load shifting equipment in the stevedoring, transport, warehousing, distribution and/or storage industries.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Plan work for the current working conditions	1.1 Traffic flow and work area conditions are constantly assessed and anticipated to allow safe operation to ensure no injury to people, or damage to equipment, loads or facilities 1.2 Characteristics of the load are taken into account to ensure that, where applicable, appropriate attachments are used to transport the load 1.3 Any occurrences in the work area that may affect the safety and efficiency of operations are reported to the appropriate personnel
2 Use controls and equipment operating systems to manage movement of the unit and accessory operations	2.1 Equipment is prepared and any appropriate attachment fitted 2.2 Gear and operational levers are checked to ensure that they are in the neutral position prior to inserting ignition key and starting engine 2.3 Engine is started in accordance with manufacturers guidelines to bring the engine to speed 2.4 Instruments and gauges are monitored during start-up and operations to ensure that operation is within manufacturers specifications and enterprise safety requirements 2.5 Engine power is managed for efficiency of equipment movement and economy of equipment operations 2.6 Equipment operations are conducted within the manufacturer's specified torque range 2.7 Any faults or damage to equipment are immediately reported to the appropriate personnel

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ELEMENT	PERFORMANCE CRITERIA
3 Locate load and identify load characteristics	3.1 Load is located and identified according to instructions 3.2 Loading and unloading plans are followed to ensure efficiency and safety of operations 3.3 Characteristics of the load are taken into account to ensure that appropriate loading and unloading procedures are followed 3.4 Hazardous goods are identified and relevant procedures are taken into account when planning and conducting the work 3.5 Load weight and dimensions are within the capacity of the equipment
4 Move materials and loads	4.1 Equipment is manoeuvred and positioned using smooth and controlled movements 4.2 Manoeuvres are within the limits of the equipment and in line with manufacturers specifications 4.3 Materials are moved ensuring no injury to personnel or damage to equipment or goods
5 Monitor and operate controls	5.1 Equipment controls are monitored and operated in accordance with manufacturers operating instructions 5.2 Control systems are understood and acted upon in accordance with statutory authority regulations, manufacturers guidelines and site operating procedures 5.3 Control faults are identified and reported in accordance with manufacturers instructions and workplace guidelines
6 Stop, park and secure equipment	6.1 Equipment is brought to a controlled halt within manufacturers guidelines 6.2 Equipment is parked without injury to personnel or damage to equipment, loads or facilities in accordance with company procedures 6.3 Equipment is secured on a flat, even surface and not close to doorways, aisles, access-ways or blind corners and in accordance with securing procedures for the appropriate equipment

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

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REQUIRED KNOWLEDGE AND SKILLS

- Regulations relevant to the operation of specialised load shifting equipment, including, where relevant, the ADG Code and relevant bond, quarantine or other legislative requirements
- Relevant OH&S and environmental protection procedures and guidelines
- Workplace procedures and policies for the operation of the specialised load shifting equipment
- Focus of operation of work systems, equipment, management and site operating systems for the operation of the specialised load shifting equipment
- The purpose, characteristics, capabilities, requirements and limitations of the specialised load shifting equipment
- Conveyed materials' potential for toxicity, reactiveness, material grade, type and purpose including information from relevant material safety data sheets and ADG Code documentation (where applicable)
- Problems that may occur when operating specialised load shifting equipment and appropriate action that can be taken to resolve the problems
- Operational safety requirements and precautions for the specialised load shifting equipment concerned
- Documentation and record requirements
- Housekeeping standards procedures required in the workplace
- Site layout and obstacles
- Relevant permit and licence requirements

Required skills:

- Communicate effectively with others when operating specialised load shifting equipment
- Read and interpret instructions, procedures, information and signs relevant to work activities
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to the operation of specialised load shifting equipment
- Operate electronic communication equipment to required protocol
- Work collaboratively with others when operating specialised load shifting equipment
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems, faults or malfunctions that may arise when operating specialised load shifting equipment in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unexpected events when operating specialised load shifting equipment
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during the operation of specialised load shifting equipment
- Plan own work including predicting consequences and identifying improvements
- Monitor work activities in terms of planned schedule

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Required skills:

- Modify activities depending on differing operational contingencies, risk situations and environments
- Apply fatigue management knowledge and techniques
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Select and use relevant gear and accessories when operating specialised load shifting equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards
- Monitor performance of specialised load shifting equipment and take appropriate action where required
- Service equipment in terms of maintenance schedule and standard operating procedures
- Check and replenish fluids and carry out lubrication processes in the course of work activities

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
	  • the underpinning knowledge and skills
	  • relevant legislation and workplace procedures
	  • other relevant aspects of the range statement

Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations in the workplace

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EVIDENCE GUIDE

	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment, and
	  • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation
	• As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
	• Practical assessment must occur:
	  • through activities in an appropriately simulated environment at the registered training organisation, and/or
	  • in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Work may be conducted:	• in a range of work environments • by day or night
Customers may be:	• internal or external
Workplaces may comprise:	• large, medium or small worksites
Work may be conducted in:	• limited or restricted spaces • holds on ships • exposed conditions • controlled or open environments • even or uneven surfaces • wet or dry surfaces
Equipment may include:	• reach stackers • straddle trucks • excavators • front-end loaders (over 10 tonne)

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RANGE STATEMENT

	• bulldozers (both in transport and shipping terminals and in the holds of ships) • straddle carriers
Requirements for work may include:	• site restrictions and procedures • use of safety and personal protective equipment • communications equipment • specialised lifting and/or handling equipment • additional gear and equipment • noise restrictions • hours of operations • authorities and permits
Hazards in the work area may include exposure to:	• chemicals and fumes • dangerous or hazardous substances • stationary and moving machinery, goods, materials and vehicular traffic • contamination of, or from, materials being handled • service lines • spills, leakages and ruptures • dust/vapours • faulty gear/equipment/tools
Consultative processes may involve:	• workplace personnel including supervisors and managers • equipment manufacturers and suppliers • site visitors and contractors • union representatives, industrial relations and OH&S specialists • other professional or technical staff
Communication in the work area may include:	• phone • fax • email • internet • electronic data interchange (EDI) • RF communications • bar code readers • oral, aural or signed communications
Personal protective equipment may include:	• gloves • safety headwear and footwear • safety glasses • two-way radios • respirators and fume masks • protective clothing

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RANGE STATEMENT

Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• high visibility clothing • company procedures • enterprise procedures • organisational procedures • established procedures
Information/documents may include:	• workplace procedures and policies for the operation of the specialised load shifting equipment concerned • goods identification numbers and codes • manifests, picking slips, merchandise transfers, stock requisitions and bar codes • manufacturers specifications for equipment/tools • equipment identification labels, bar codes and serial numbers • supplier and/or client instructions • relevant OH&S requirements and policies • relevant Australian standards and certification requirements • material safety data sheets where applicable • codes of practice including the National Standards for Manual Handling and the Industry Safety Code • relevant legislation, regulations and related documentation including the ADG Code • award, enterprise bargaining agreement and other industrial arrangements • quality assurance procedures • emergency procedures
Applicable regulations and legislation may include:	• relevant codes, regulations and licence/permit requirements pertaining to the operation of the specialised load shifting equipment concerned including the ADG Code (where applicable) • relevant state/territory OH&S legislation • relevant state/territory environmental protection legislation • relevant Australian standards and certification requirements • licence, patent or copyright arrangements • water and road use and licence arrangements • export/import/quarantine/bond requirements • workplace relations regulations including equal opportunity, equal employment opportunity and affirmative action legislation • workers compensation regulations

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Unit Sector(s)

Not Applicable

Competency Field

Competency Field D - Load Handling

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TLID2013A Move materials mechanically using automated equipment

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to move materials mechanically using automated equipment such as automatic guided vehicles, tow motors, high level order pickers, conveyor systems, and mechanised pallet movers. This includes selecting appropriate mechanical moving equipment (where relevant), moving materials/goods in accordance with operational requirements, checking condition of materials/goods and completing all required documentation. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the relevant OH&S regulations concerning the movement of materials mechanically using automated equipment.

Work is performed under limited or minimum supervision. It involves the application of the basic principles and routine procedures for the safe movement of materials mechanically using automated equipment.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Select load moving equipment	1.1 The mechanised handling equipment, the route to be taken and procedures to be used are selected appropriate to the characteristics of the goods
	1.2 Dangerous goods and hazardous materials are identified and handled in accordance with codes of practice, OH&S requirements and workplace procedures
2 Move goods	2.1 Goods are moved using the selected materials handling equipment in accordance with occupational health and safety regulations, manufacturers instructions and company procedures
	2.2 Problems in the movement of goods and materials using the automated equipment are identified and are reported in accordance with workplace procedures
3 Check goods and complete documentation	3.1 Moved goods are inspected for possible damage during transit/movement and appropriate action is taken
	3.2 All required documentation is completed for the tracking of the moved goods in accordance with company requirements

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

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REQUIRED KNOWLEDGE AND SKILLS

Required knowledge:

- Regulations relevant to the use of automated equipment to move materials mechanically
- Relevant OH&S and environmental protection procedures and guidelines
- Workplace procedures and policies for the use of automated equipment to move materials mechanically
- Focus of operation of work systems, equipment, management and site operating systems for the use of automated equipment to move materials mechanically
- The purpose, characteristics, capabilities, requirements and limitations of the automated materials moving equipment
- Problems that may occur during the use of automated equipment to move materials mechanically and appropriate action that can be taken to resolve the problems
- Risks when using automated equipment to move materials and related precautions to control the risks
- Documentation and record requirements
- Housekeeping standards procedures required in the workplace
- Site layout and obstacles

Required skills:

- Communicate effectively with others when using automated equipment to move materials mechanically
- Read and interpret instructions, procedures, information and signs relevant to the use of automated equipment to move materials mechanically
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to the use of automated equipment to move materials mechanically
- Operate electronic communication equipment to required protocol
- Work collaboratively with others when using automated equipment to move materials mechanically
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems, faults or malfunctions that may arise when using automated equipment to move materials mechanically in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unplanned events
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities
- Monitor work activities in terms of planned schedule

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Required skills:

- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards
- Monitor performance of automated equipment and take appropriate action where required
- Ensure servicing of automated equipment in terms of maintenance schedule and standard operating procedures
- Check and replenish fluids (where applicable) and carry out lubrication processes in the course of work activities

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
	  • the underpinning knowledge and skills
	  • relevant legislation and workplace procedures
	  • other relevant aspects of the range statement

Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment,

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EVIDENCE GUIDE

	and • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation
	• As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
	• Practical assessment must occur:
	  • through activities in an appropriately simulated environment at the registered training organisation, and/or
	  • in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

The operations may be conducted:	• in a range of work environments • by day or night • in a range of typical weather conditions
Customers may be:	• internal or external
Workplaces may comprise:	• large, medium or small worksites
Work may be conducted in:	• restricted spaces • exposed conditions • controlled or open environments
Mechanised equipment may include a range of goods and materials handling equipment such as:	• automatic guided vehicle • tow motors • high level order picker • conveyor system • mechanised pallet mover
Personal protective equipment may include:	• gloves • safety headwear and footwear • safety glasses • two-way radios

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RANGE STATEMENT

Hazards in the work area may include exposure to:	• high visibility clothing • chemicals • dangerous or hazardous substances • movements of equipment, goods and materials • moving and rotating equipment and vehicles
Personnel in the work area may include:	• workplace personnel • site visitors • contractors • official representatives
Communication in the work area may include:	• phone • electronic data interchange • fax • email • internet • radio • oral, aural or signed communications
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures
Information/documents may include:	• goods identification numbers and codes • manifests, bar codes, goods and container identification • manufacturers instructions concerning the use and servicing of automated mechanical equipment • workplace procedures and policies • supplier and/or client instructions • material safety data sheets • codes of practice including the National Standards for Manual Handling and the Industry Safety Code • relevant legislation, regulations and related documentation • award, enterprise bargaining agreement, other industrial arrangements • standards and certification requirements • quality assurance procedures • emergency procedures
Applicable regulations and legislation may include:	• relevant state/territory OH&S legislation • relevant state/territory environmental protection legislation • workplace relations regulations • workers compensation regulations • ADG Code and regulations

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Unit Sector(s)

Not Applicable

Competency Field

Competency Field D - Load Handling

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TLID2016A Load and unload explosives and dangerous goods

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to load and unload explosives and dangerous goods, including identifying explosives/dangerous goods; loading and unloading explosives/dangerous goods using appropriate equipment; securing and protecting the vehicle load; and checking the vehicle to ensure the load is secure and the vehicle is marked in accordance with regulatory requirements. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the relevant Australian and state/territory regulations including the current Australian Dangerous Goods (ADG) Code, the current Australian Explosives Code, and mass and loading regulations.

Work is performed under limited or minimum supervision. It involves the application of the basic principles, routine procedures and specific regulatory requirements to the loading and unloading of explosives and dangerous goods in a range of operational situations.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare to load and unload vehicle	1.1 Explosives and/or dangerous goods are identified and their characteristics taken into account when determining appropriate handling, loading and storage procedures including confirmation that the relevant emergency procedures are being carried out
	1.2 Compatibility of explosives and/or dangerous goods is taken into account when assembling and segregating cargo for loading
	1.3 Vehicle and/or loading equipment is checked to ensure it is suitable to handle/carry load
2 Load/unload vehicle	2.1 Vehicle is loaded/unloaded in accordance with workplace procedures and the current ADG/Australian Explosives Code as applicable
	2.2 The load is segregated according to class and subsidiary risk, and the distribution of the load is checked in accordance with workplace procedures, relevant mass and loading regulations and the current ADG/Australian Explosives Code as applicable
	2.3 Personal protective equipment is used during the loading/unloading operations as required for the type of dangerous goods/explosive concerned
	2.4 Emergency procedures are followed in the event of an incident or accident when loading or unloading explosives and/or dangerous goods
3 Secure and protect vehicle load	3.1 The vehicle load is secured using the correct load restraint and protection equipment for different loads, vehicles and carriage conditions concerned
	3.2 The load is protected in accordance with legal and workplace

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ELEMENT	PERFORMANCE CRITERIA
	safety requirements
	3.3 The distribution of the load is checked to ensure that it is even, legal and within the safe working capacity of the vehicle
	3.4 Vehicle is clearly marked/placarded to indicate the carriage of explosives and/or dangerous goods, in accordance with government regulations and company procedures
4 Check the vehicle	4.1 The loaded vehicle is inspected and checked to ensure that it is suitable to carry explosives and/or dangerous goods and the load weight and dimensions are within the vehicle's safe carrying capacity and equipment capability
	4.2 The loaded vehicle is checked to ensure that it can be safely parked and secured
	4.3 Dangerous goods declaration and all required transportation documentation for the cargo is completed in accordance with workplace requirements

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant Australian and state/territory regulations and codes pertaining to the identification, handling and marking of explosives and dangerous goods
- Relevant state/territory mass and loading regulations
- OH&S procedures and guidelines concerning the lifting and movement of loads
- Risks and hazards when loading, unloading and handling explosives and dangerous goods, and related precautions to control the risk
- Workplace procedures and policies for the loading and unloading of explosives and dangerous goods
- Characteristics of various classes of explosives and dangerous goods relevant to handling and transport
- Compatibility of various types of explosives and dangerous goods
- Housekeeping standards procedures required in the workplace
- Manual handling techniques and manually-operated load shifting equipment required for the loading, unloading and handling of explosives and dangerous goods
- Methods of securing a load on a vehicle
- Methods of placarding or marking a vehicle carrying explosives/dangerous goods

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Required skills:

- Communicate effectively with others when loading, unloading and handling explosives and dangerous goods
- Read and interpret instructions, procedures, information and signs relevant to the loading, unloading and handling of explosives and dangerous goods
- Identify and interpret containers and goods coding, markings and, where applicable, emergency information panels for the mode of transport/storage selected
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to work activities
- Operate electronic communication equipment to required protocol
- Estimate the size, shape and special requirements of loads
- Work collaboratively with others when loading, unloading and handling explosives and dangerous goods
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems, faults or malfunctions in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unexpected events when loading, unloading and handling explosives and dangerous goods
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during the loading, unloading and handling of explosives and dangerous goods
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Use manual handling techniques and operate manually-operated load shifting equipment when loading, unloading and handling explosives and dangerous goods
- Select and use required personal protective equipment conforming to industry and OH&S standards

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the

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EVIDENCE GUIDE

performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of:
	  • identifying load characteristics, loading equipment and related practices
	  • identifying load label in accordance with identified classification and subsidiary risk information
	  • identifying markings/placards for vehicle in accordance with relevant regulatory requirements
	  • segregating, distributing and securing load for safe transport in accordance with regulations and current ADG/AEG Code requirements
	  • safely loading and unloading explosives and dangerous goods in accordance with workplace procedures and current ADG/AEG Code requirements

Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment, and
	  • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation • As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests • Practical assessment must occur: • through activities in an appropriately simulated environment at the registered training organisation, and/or

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EVIDENCE GUIDE

- in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Operations may be conducted:	• in a range of work environments and weather conditions • by day or night
Customers may be:	• internal or external
Workplaces may comprise:	• large, medium or small worksites
Work may be conducted in:	• limited and restricted spaces • exposed conditions • controlled or open environments • a workplace, warehouse or depot • in a vehicle on the road • at a client's workplace
Goods/cargo to be loaded and unloaded may require:	• special precautions for handling and stacking
Classes of dangerous goods and explosives are:	• as defined in the respective Australian codes
Standard placarding, marking and signage for identified explosives and dangerous goods are:	• as required in the respective Australian codes, including HAZCHEM Codes
Personnel in the work area may include:	• workplace personnel • site visitors • contractors • official representatives
Communication in the work area may include:	• phone • electronic data interchange • fax • email • internet • radio

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RANGE STATEMENT

Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• oral, aural or signed communications • company procedures • enterprise procedures • organisational procedures • established procedures
Loading operations may be carried out:	• manually • with the aid of lifting equipment and/or appliances
Load restraint procedures and equipment are:	• as specified in mass and loading regulations and guidelines and current ADG Code/Australian Explosives Code as applicable
Personal protective equipment may include:	• gloves • safety headwear and footwear • safety glasses • two-way radios • high visibility clothing
Information/documents may include:	• goods identification numbers and codes, including current ADG Code and IMDG markings and HAZCHEM signs • relevant codes of practice, including the Australian Dangerous Goods Code, the Australian Explosives Code, the Industry Safety Code, and National Standards for Manual Handling • manifests, bar codes, goods and container identification/serial number • material safety data sheets • manufacturers specifications for equipment/tools • workplace procedures and policies for the loading and unloading of vehicles • supplier and/or client instructions • National Load Restraint Guide • Australian Truck Drivers Manual • award, enterprise bargaining agreement, other industrial arrangements • standards and certification requirements • quality assurance procedures • emergency procedures
Applicable regulations and legislation may include:	• Australian and state/territory mass and loading regulations • Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including: • Australian and International Dangerous Goods Codes

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RANGE STATEMENT

- Australian Marine Orders and the International Maritime Dangerous Goods Code
- IATA Dangerous Goods by Air regulations
- Australian and International Explosives Codes
- Code of Practice for the Safe Transport of Radioactive Substances
- state/territory legislation covering the safe handling of infectious substances

- relevant state/territory environmental protection legislation
- workplace relations regulations
- equal opportunity legislation
- equal employment opportunity and affirmative action legislation
- relevant state/territory OH&S legislation

Unit Sector(s)

Not Applicable

Competency Field

Competency Field D - Load Handling

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TLID2047 Prepare cargo for transfer with slings

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit involves the skills and knowledge required to prepare cargo for the transfer with slings in accordance with workplace requirements and relevant regulatory requirements, within the transport and logistics industry.

It includes preparing for cargo transfer, calculating safe working load (SWL) or working load limit (WLL) of slings and loads, slinging and unslinging cargo, and strapping and unstrapping goods.

People achieving competence in this unit will need to fulfil the applicable state/territory legislated high risk work licence requirements and to comply with relevant codes of practice and/or guidelines.

Safety checks and equipment tests are performed under limited supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

D – Load Handling

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Prepare cargo transfer	1.1 Job hazards are identified and required action is taken to minimise, control or eliminate identified hazards
	1.2 Working area is prepared and maintained in accordance with national standards, safety codes and site operating procedures
	1.3 Unsafe work practices and/or faulty equipment is reported in accordance with enterprise procedures
	1.4 Correct protective equipment is identified and worn/used
2 Calculate safe working load or working load limit of slings and loads	2.1 SWL or WLL is calculated using standardised formulae for different types of lifting cables
	2.2 Lifting equipment is checked to determine SWL
	2.3 Slinging gear is checked for conformity with safety equipment
3 Sling and unsling cargo	3.1 Cargo is slung/unslung in accordance with national standards, safety codes and site operating procedures
	3.2 Correct securing devices are identified and used
	3.3 Load is steadied by tag lines as required
	3.4 Damaged cargo is identified and reported in accordance with enterprise procedures
	3.5 Slinging attachments are released from load ensuring no injury to personnel or damage to machinery or cargo
4 Strap and unstrap goods	4.1 Cargo is strapped and unstrapped in accordance with national standards, safety codes and site operating procedures
	4.2 Mechanical strapping equipment is used in accordance with manufacturer instructions
	4.3 Damaged cargo is identified and reported in accordance with enterprise reporting procedures
	4.4 Strapping arrangements are secured/released to/from load ensuring no injury to personnel or damage to machinery or

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cargo

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLID2047A Prepare cargo for transfer with slings.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLID2047 Prepare cargo for transfer with slings

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying precautions and required action to minimise, control or eliminate identified hazards
- applying relevant high risk work legislation and workplace procedures
- calculating safe working load (SWL) and working load limit (WLL)
- communicating and working effectively with others
- completing relevant documentation
- inspecting equipment prior to use
- implementing contingency plans
- modifying activities depending on operational contingencies, risk situations and environments
- monitoring and prioritising work activities in terms of planned schedule
- operating and adapting to differences in equipment in accordance with workplace operating procedures
- planning own work, predicting consequences and identifying improvements
- reading, interpreting and following relevant instructions, procedures, information and signs
- reporting and/or rectifying identified problems promptly, in accordance with regulatory requirements and workplace procedures
- selecting and using relevant gear and equipment when preparing cargo for transfer with slings
- selecting and using required personal protective equipment conforming to industry and work health and safety (WHS)/occupational health and safety (OHS) standards
- using balance points and estimating weights in setting up loads to be shifted
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

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Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- cargo potential for toxicity, reactiveness, material grade, type and purpose including information from relevant safety data sheets (SDSs)/material safety data sheets (MSDSs) and current Australian Dangerous Goods (ADG) Code documentation
- documentation and record requirements
- gear and equipment used when transferring cargo with slings, and precautions and procedures that should be followed in their use
- housekeeping standards and procedures
- operational work systems, equipment, management and site operating procedures for transferring cargo with slings
- problems that may occur when preparing cargo for transfer with slings and appropriate action that can be taken to resolve these problems
- relevant regulations for transferring cargo with slings, including current ADG Code and bond, quarantine and other high risk work legislative requirements
- relevant WHS/OHS and environmental protection procedures and guidelines
- requirements for SWL and WLL
- slings, dogging and rigging licence to perform high risk work requirements
- site layout and obstacles
- workplace procedures and policies for transferring cargo with slings.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- applicable documentation including workplace procedures, regulations, codes of practice and

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operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLID3015A Identify and label explosives and dangerous goods

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to identify and label explosives and dangerous goods, including assessing explosives/dangerous goods; handling explosives/dangerous goods in accordance with regulatory requirements; labelling explosives/dangerous goods in accordance with regulatory requirements; and complying with all required documentation. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the regulatory requirements of the relevant Australian state/territory authorities concerned with the carriage of explosives and dangerous goods including the current Australian Dangerous Goods and Australian Explosives Codes.

Work is performed under limited or minimum supervision. It involves the application of standard procedures and regulatory requirements for the identification and labelling of explosives and dangerous goods.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Assess explosives/dangerous goods	1.1 Load is checked for explosives/dangerous goods in accordance with the relevant codes and government regulations
	1.2 Types of explosives/dangerous goods are identified from labels, DG declarations and placarding in accordance with workplace procedures, and all required action is taken to ensure compliance with relevant government regulations and ADG/Australian Explosives Codes as applicable
	1.3 Hazards posed by load are identified from labels and material safety data sheets (MSDS)
2 Handle explosives/dangerous goods	2.1 Identified explosives/dangerous goods are handled and loaded/unloaded in accordance with regulatory requirements, codes, National Load Restraint Guide, and employer policy
	2.2 Appropriate personal protective equipment is used when handling explosives/dangerous goods in accordance with class, subsidiary risk and MSDS information
	2.3 Handling of different types of load takes into account the identified hazards posed by the explosives/dangerous goods concerned
	2.4 When loading/storing explosives/dangerous goods, segregation procedures are followed according to the class and subsidiary risk information
3 Label explosives/dangerous goods	3.1 All packages/containers are labelled with the class and subsidiary risk in accordance with current ADG/Australian Explosives Codes as applicable
	3.2 A dangerous goods declaration is included with manifest and other shipping documents

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ELEMENT	PERFORMANCE CRITERIA
	3.3 Vehicles carrying explosives and/or dangerous goods are placarded in accordance with current ADG/Australian Explosives Codes as applicable
4 Complete documentation	4.1 All required transport documents are completed in accordance with current ADG/Australian Explosives Codes as applicable

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant Australian and state/territory regulations and codes pertaining to the identification and labelling of explosives and dangerous goods including the current ADG and Australian Explosives Codes
- OH&S procedures and guidelines concerning the lifting and movement of loads
- Risks and hazards when loading, unloading and handling explosives and dangerous goods, and related precautions to control the risk
- Workplace procedures and policies for the identification and labelling of explosives and dangerous goods
- Characteristics of explosives and dangerous goods relevant to handling and transport
- Compatibility of various types of explosives and dangerous goods
- Site layout and obstacles
- Housekeeping standards procedures required in the workplace

Required skills:

- Communicate effectively with others when loading, unloading and handling explosives and dangerous goods
- Read and interpret instructions, procedures, information and signs relevant to the loading, unloading and handling of explosives and dangerous goods
- Interpret material safety data sheets, containers and goods coding, markings and other information describing explosives and dangerous goods including, where applicable, emergency information panels for the mode of transport/storage selected
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to the loading, unloading and handling of explosives and dangerous goods

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Required skills:

- Correctly mark/label explosives and dangerous goods
- Operate electronic communication equipment to required protocol
- Work collaboratively with others when loading, unloading and handling explosives and dangerous goods
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems that may occur when loading, unloading and handling explosives and dangerous goods in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unexpected events that may arise when loading, unloading and handling explosives and dangerous goods
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during the loading, unloading and handling of explosives and dangerous goods
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Apply fatigue management knowledge and techniques
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of: • identifying explosives and dangerous goods from labels in accordance with regulatory requirements and practices

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EVIDENCE GUIDE

	• handling explosives and dangerous goods according to regulatory requirements, codes, National Load Restraint Guide and employer policy as appropriate • locating, interpreting and applying relevant codes and regulations • indentifying the hazards from labels of explosives and dangerous goods • identifying the personal protective equipment required when handling explosives and dangerous goods • maintaining workplace records for the explosives and dangerous goods

Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment, and
	  • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation
	• As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
	• Practical assessment must occur:
	  • through activities in an appropriately simulated environment at the registered training organisation, and/or
	  • in an appropriate range of situations in the workplace

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Operations may be conducted:	• in a range of work environments and weather conditions • by day or night
Customers may be:	• internal or external
Workplaces may comprise:	• large, medium or small worksites
Work may be conducted in:	• restricted spaces • exposed conditions • controlled or open environments • a workplace, warehouse or depot • in a vehicle on the road • at a client's workplace
Goods/cargo to be identified and classified may:	• require special precautions for handling and storage
Classes of dangerous goods and explosives are:	• as defined in the respective Australian codes
Standard marking and signage for identified explosives and dangerous goods is:	• as required in the respective Australian codes
Personnel in the work area may include:	• workplace personnel • site visitors • contractors • official representatives
Communication in the work area may include:	• phone • electronic data interchange • fax • email • internet • radio • oral, aural or signed communications
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures
Personal protective equipment	• gloves

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RANGE STATEMENT

may include:	• safety headwear and footwear • safety glasses • two-way radios • high visibility clothing
Information/documents may include:	• goods identification numbers, codes, markings and signs • codes of practice including the Australian/International Dangerous Goods Codes and the Australian/International Explosives Codes • manifests, bar codes, goods and container identification • manufacturers specifications for equipment/tools • workplace procedures and policies for the loading and unloading of vehicles • supplier and/or client instructions • material safety data sheets • award, enterprise bargaining agreement, other industrial arrangements • standards and certification requirements • quality assurance procedures • emergency procedures

Applicable regulations and legislation may include:	• current Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including:
	  • Australian and International Dangerous Goods Codes
	  • Australian Marine Orders and the International Maritime Dangerous Goods Code
	  • IATA Dangerous Goods by Air regulations
	  • Australian and International Explosives Codes
	• relevant state/territory environmental protection legislation
	• equal opportunity legislation
	• workplace relations regulations
	• equal employment and affirmative action legislation
	• relevant state/territory OH&S legislation

Unit Sector(s)

Not Applicable

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Competency Field

Competency Field D - Load Handling

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TLID3024 Use specialised liquid bulk transfer equipment (gravity/pressurised)

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit involves the skills and knowledge required to use specialised gravity and pressurised liquid bulk transfer equipment in accordance with the current Australian Dangerous Goods (ADG) Code and relevant state/territory regulations.

It includes planning work, transferring liquid bulk in accordance with regulatory and operational requirements, monitoring and operating controls, and completing all operations, as required.

Work is performed under general supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

D – Load Handling

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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essential outcomes.	demonstrate achievement of the element.
1 Plan work	1.1 Liquid transfer method is identified for loading and unloading as gravity or pressure
	1.2 Job hazards are identified and required action is taken to minimise, control or eliminate identified hazards
	1.3 Dangerous or hazardous (including regulated waste) or other materials requiring specialised handling are identified and relevant workplace procedures are taken into account when planning work
	1.4 Precautions are undertaken to eliminate all ignition sources
	1.5 Traffic flow, vehicle positioning and work area conditions are assessed to ensure safe operation and no injury to people, or damage to equipment, loads or facilities
	1.6 Characteristics of liquid, transfer and holding method are taken into account when evaluating procedural requirements, special precautions for method, equipment and, as required, appropriate attachments to transfer load
	1.7 Potential occurrences in work area that may affect safety and efficiency of operations are reported to appropriate personnel
	1.8 Liquid transfer is planned, taking into account requirements of load, transfer method, storage facility, transport mode, load weight, volume, viscosity and equipment capacity
	1.9 Load is checked prior to and at completion of transfer to ensure ullage and/or maximum permitted capacity complies with current ADG Code
	1.10 Adjustments are made to process to accommodate special requirements such as temperature control and combustion
	1.11 Required personal protective equipment, signage, barriers and special precautions are identified in plan and utilised
	1.12 Procedures to deal with spills, leakages and ruptures are identified
2 Transfer material	2.1 Equipment is prepared and appropriate attachments are fitted
	2.2 Equipment controls are checked for correct operational status before commencing transfer
	2.3 Instruments and gauges are monitored during operations to

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		ensure operation is in accordance with manufacturer specifications, workplace schedule and safety requirements
	2.4	Speed of operation is managed for safety and efficiency of materials movement and equipment operations
	2.5	Faults or damage to equipment are immediately reported to appropriate personnel
3 Monitor and operate controls	3.1	Equipment controls are monitored and operated in accordance with manufacturer operating instructions
	3.2	Control systems are monitored in accordance with statutory authority regulations, manufacturer guidelines and site operating procedures
	3.3	Materials are moved without injury to personnel or damage to equipment or goods
	3.4	Faults are identified and reported in accordance with workplace procedures
4 Complete operations	4.1	Equipment is shut down in accordance with manufacturer guidelines without injury to personnel or damage to equipment, loads or facilities in accordance with workplace procedures
	4.2	Clean up methods for transfer equipment are completed in accordance with workplace procedures
	4.3	Equipment is secured in accordance with securing procedures for appropriate equipment
	4.4	Workplace documentation is completed and filed in accordance with workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

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Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLID3024A Use specialised liquid bulk transfer equipment (gravity/pressurised).

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLID3024 Use specialised liquid bulk transfer equipment (gravity/pressurised)

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying precautions and required action to minimise, control or eliminate identified hazards
- applying relevant legislation and workplace procedures
- checking equipment compliance plate for equipment capability
- communicating effectively with others
- completing relevant documentation
- estimating mass, volume and special requirements of liquid bulk product
- identifying and correctly using equipment required to transfer liquid bulk product
- identifying goods coding, International Maritime Dangerous Goods (IMDG) Code markings and emergency information panels
- interpreting and following operational instructions and prioritising work
- monitoring transfer equipment performance
- monitoring work activities in terms of planned schedule
- operating and adapting to differences in transfer equipment in accordance with manufacturer and operating procedures
- reading and interpreting relevant instructions, procedures, information and signs
- selecting and using required personal protective equipment conforming to industry and work health and safety (WHS)/occupational health and safety (OHS) standards
- servicing transfer equipment in terms of maintenance schedule and operating procedures
- working collaboratively with others
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

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Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- Australian Dangerous Goods (ADG) Code and relevant state/territory mass and loading regulations as they apply to vehicles transporting liquid bulk product
- hazards involved in transferring liquid bulk product using specialised equipment and ways and means of controlling the risks involved
- hazard management consistent with the principle of hierarchy of control with elimination, substitution, isolation and engineering control measures being selected before safe working practices and personal protective equipment
- housekeeping standards and procedures
- manufacturer operators instructions/manuals
- methods of securing a vehicle following transfer of liquid bulk product
- problems, faults or malfunctions that may occur when transferring liquid bulk product using specialised equipment and action that should be taken to prevent or resolve these problems
- relevant permit, and health and safety requirements
- risks when transferring liquid bulk product and related precautions to control the risk
- WHS/OHS procedures and guidelines for using specialised liquid bulk transfer equipment
- workplace procedures and policies for efficiently using specialised gravity and/or pressurised equipment to transfer liquid bulk product.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- applicable documentation including workplace procedures, regulations, current ADG Code, codes of practice and operation manuals

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- relevant materials, tools, equipment and personal protective equipment currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLID3027 Prepare for transport of dangerous goods

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit involves the skills and knowledge required to prepare for the transport of dangerous goods as part of work activities undertaken within the transport and logistics industry. This is undertaken in accordance with relevant state/territory regulations for transporting dangerous goods, including the current Australian Dangerous Goods (ADG) Code.

It includes checking dangerous goods load, assessing vehicle suitability to transport intended load, checking emergency procedures and equipment, evaluating documented route plans, and completing required assessment process.

Work is performed under general supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

D – Load Handling

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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essential outcomes.	demonstrate achievement of the element.
1 Check dangerous goods load	1.1 Load is compared against transport documentation and discrepancies are noted
	1.2 Job hazards are identified and required action is taken to minimise, control or eliminate identified hazards
	1.3 Load is checked to ensure dangerous goods labels are clearly visible and legible, and packaged goods are correctly labelled
	1.4 Load is checked to ensure containers are not damaged
	1.5 Vehicle load is checked for compatibility or, where not compatible, is checked for appropriate segregation in accordance with regulatory requirements
	1.6 Load is assessed to ensure it is stowed and secured in or on vehicles in accordance with the current ADG Code and national Load Restraint Guide(LRG)
	1.7 Shipping documentation and other relevant documents are located in cabin in accordance with regulatory requirements
2 Assess vehicle suitability to transport intended load	2.1 Vehicle is assessed for suitability and appropriateness to carry designated dangerous goods including classification, mass and configuration
	2.2 Licence and insurance requirements are checked for conformity with current ADG Code and/or other applicable regulatory requirements as required
	2.3 Load restraint system/s is checked for serviceability and appropriateness to secure intended load
	2.4 Vehicle is checked to ensure it is correctly and clearly marked/placarded for load being carried
3 Check emergency procedures and equipment	3.1 Emergency information for each type of transported dangerous good is noted
	3.2 Regulatory and workplace procedures for an incident are noted including notification of relevant personnel and authorities and, as required, use of equipment for containment, clean up or recovery
	3.3 Personal protective equipment and safety equipment are checked for operational capability and appropriateness to proposed load

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	3.4	Emergency information is located in cabin in accordance with current ADG Code requirements
4 Evaluate documented route plan	4.1	Selected route plan and potential difficulties including regulatory restrictions, traffic flow and conditions, obstacles, road standards and construction activities are assessed
	4.2	Regulatory and workplace procedures for driving, parking, loading and unloading are identified including actions for disengaging and/or securing vehicle
5 Complete documentation	5.1	Load is inspected and checked for security to travel in accordance with relevant regulations/permit requirements and current ADG Code
	5.2	All required documentation for dangerous goods is completed in accordance with regulatory and workplace requirements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLID3027A Prepare for transport of dangerous goods.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLID3027 Prepare for transport of dangerous goods

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying fatigue management knowledge and techniques
- applying hierarchy of hazard control
- assessing operational suitability of equipment and vehicles for dangerous goods transportation
- communicating effectively with others
- completing relevant documentation
- determining required permits
- estimating mass, volume and special requirements of load
- estimating weight and dimensions of load and special requirements
- identifying and correctly using equipment required to load dangerous goods
- identifying goods coding, markings and emergency information panels for mode of transport/storage selected
- identifying hazards and applying precautions and required action to minimise, control or eliminate identified hazards
- identifying hazards and planning work to minimise risks
- implementing contingency plans
- interpreting and following operational instructions and prioritising work
- maintaining workplace records and documentation including completion of dangerous goods declaration
- modifying activities depending on operational contingencies, risk situations and environments
- monitoring work activities in terms of planned schedule
- operating and adapting to differences in equipment in accordance with operating procedures
- operating electronic communications equipment to required protocol
- reading and interpreting relevant instructions, procedures, information and signs
- reporting and/or rectifying identified problems promptly, in accordance with regulatory requirements and workplace procedures
- selecting and using required personal protective equipment conforming to industry and work

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health safety (WHS)/occupational health and safety (OHS) standards
- selecting appropriate equipment and work systems to enable safe, efficient work
- working collaboratively with others
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- current Australian Dangerous Goods (ADG) Code
- housekeeping standards and procedures
- methods of securing a vehicle following loading of dangerous goods
- problems that may occur when preparing to transport dangerous goods and action that should be taken to prevent or solve these problems
- relevant permit and licence requirements
- relevant state/territory mass and loading regulations for vehicles transporting dangerous goods
- risks when transporting dangerous goods and related precautions to control the risk
- WHS/OHS procedures and guidelines for transporting dangerous goods
- workplace procedures and policies for preparing dangerous goods.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

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Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- applicable documentation including workplace procedures, regulations, current ADG Code, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLID3027A Prepare for transport of dangerous goods

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to prepare for the transport of dangerous goods, including checking the dangerous goods load; assessing vehicle suitability to transport the intended load; checking emergency procedures and equipment; evaluating documented route plan; and completing required assessment process. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the relevant state/territory regulations concerning the transport of dangerous goods, including the current ADG Code.

Work is performed under general supervision. It involves the application of basic principles, routine procedures and regulatory requirements to the preparation of dangerous goods for transport.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Check dangerous goods load	1.1 Load is compared against transport documentation and discrepancies are noted 1.2 Load is checked to ensure that dangerous goods labels are clearly visible and legible, and that packaged goods are correctly labelled 1.3 Load is checked to ensure containers are not damaged 1.4 Vehicle load is checked for compatibility or, where not compatible, is checked for appropriate segregation in accordance with regulatory requirements 1.5 Load is assessed to ensure that it is stowed and secured in or on vehicles in accordance with the current ADG Code and the National Load Restraint Guide 1.6 Shipping documentation and other relevant documents are located in the cabin in accordance with regulatory requirements
2 Assess vehicle suitability to transport intended load	2.1 Vehicle is assessed for suitability and appropriateness to carry designated dangerous goods including classification, mass and configuration 2.2 Licence and insurance requirements (where relevant) are checked for conformity with the current Australian Code for the Transport of Dangerous Goods by Road and Rail and/or other applicable regulatory requirements 2.3 Load restraint system(s) is/are checked for serviceability and appropriateness to secure intended load 2.4 Vehicle is checked to ensure that it is correctly and clearly marked/placarded for the load being carried
3 Check emergency procedures and equipment	3.1 Emergency information for each type of transported dangerous good is noted 3.2 Regulatory and workplace procedures for an incident are noted including notification of relevant personnel and authorities and, where appropriate, use of equipment for containment, clean up

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ELEMENT	PERFORMANCE CRITERIA
	or recovery
	3.3 Personal protective equipment and safety equipment are checked for operational capability and appropriateness to the proposed load
	3.4 Emergency information is located in the cabin in accordance with current ADG Code requirements
4 Evaluate documented route plan	4.1 Selected route plan and potential difficulties including regulatory restrictions, traffic flow and conditions, obstacles, road standards and construction activities are assessed
	4.2 Regulatory and workplace procedures for driving, parking, loading and unloading are identified including actions for disengaging and/or securing the vehicle
5 Complete documentation	5.1 The load is inspected and checked for security to travel in accordance with relevant regulations/permit requirements and the current ADG Code
	5.2 All required documentation for the dangerous goods is completed in accordance with regulatory and workplace requirements

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Current Australian Dangerous Goods Code and relevant state/territory mass and loading regulations as they apply to vehicles transporting dangerous goods
- OH&S procedures and guidelines concerning the transport of dangerous goods
- Risks when transporting dangerous goods and related precautions to control the risk
- Workplace procedures and policies for the preparation of dangerous goods
- Problems that may occur when preparing for the transport of dangerous goods and action that should be taken to prevent or solve them
- Housekeeping standards procedures required in the workplace
- Methods of securing a vehicle following loading of dangerous goods
- Relevant permit and licence requirements

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Required skills:

- Communicate effectively with others when preparing for the transport dangerous goods
- Read and interpret instructions, procedures, information and signs relevant to the preparation of dangerous goods for transport
- Identify goods coding, markings and, where applicable, emergency information panels for the mode of transport/storage selected
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to the preparation of dangerous goods for transport
- Operate electronic communication equipment to required protocol
- Estimate the mass, volume and special requirements of a load
- Work collaboratively with others when preparing for the transport of dangerous goods
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems that may occur when preparing for the transport of dangerous goods in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unexpected events that may arise when preparing for the transport of dangerous goods
- Recognise the hazards and apply precautions and required action to minimise, control or eliminate hazards that may exist during the preparation of dangerous goods for transport
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Apply fatigue management knowledge and techniques
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Identify and correctly use equipment required to load dangerous goods
- Select and use required personal protective equipment conforming to industry and OH&S standards

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment

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EVIDENCE GUIDE

guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of:
  - assessing operational suitability of equipment and vehicles pertinent to dangerous goods transportation
  - estimating weight and dimensions of load and any special requirements
  - applying hierarchy of hazard control
  - maintaining workplace records and documentation including completion of dangerous goods declaration
  - determining (any) required permits
  - identifying hazards and planning work to minimise risks when transporting dangerous goods
  - selecting appropriate equipment and work systems to enable safe, efficient work

Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
  - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
  - access to an appropriate range of relevant operational situations in the workplace
- In both real and simulated environments, access is required to:
  - relevant and appropriate materials and equipment, and
  - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation
- As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
- Practical assessment must occur:
  - through activities in an appropriately simulated environment at the registered training organisation, and/or
  - in an appropriate range of situations in the workplace

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Operations may be conducted:	• in a range of work environments and weather conditions • by day or night
Customers may be:	• internal or external
Workplaces may comprise:	• large, medium or small worksites
Work may be conducted in:	• restricted spaces • exposed conditions • controlled or open environments
Vehicle refers to:	• all applicable transportation modes
Hazards in the work area may include exposure to:	• hazardous or dangerous materials • contamination of, or from, materials being handled • noise, light, energy sources • stationary and moving machinery, parts or components • service lines • spills, leakages, ruptures • dust/vapours
Hazard management is:	• consistent with the principle of hierarchy of control with elimination, substitution, isolation and engineering control measures being selected before safe working practices and personal protective equipment
Personal protective equipment may include:	• gloves • safety headwear and footwear • safety glasses • mask or respirator • breathing apparatus • high visibility clothing
Load restraint systems are:	• as detailed in the National Load Restraint Guide
Preparation of packaged dangerous goods for transport may:	• require special precautions as specified by the manufacturer
Transport documentation may	• Initial Emergency Response Guide

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RANGE STATEMENT

include:	• Emergency Procedure Guide • Material Safety Data Sheet (MSDS) • descriptions for dangerous goods (i.e. proper shipping name, class and division number, packing group, subsidiary risk(s) if any) • UN or ID number
Requirements for work may include:	• site restrictions and procedures • use of safety and personal protective equipment • communications equipment • specialised lifting and/or handling equipment • incident breakdown procedures • additional gear and equipment • noise restrictions • hours of operation • authorities and permits
Consultative processes may involve:	• other employees and supervisors • suppliers, potential customers and existing clients • management and union representatives • industrial relations, OH&S specialists, and other maintenance, professional or technical staff
Communication in the work area may include:	• phone • electronic data interchange • fax • email • internet • radio • oral, aural or signed communications
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures • site procedures
Safety equipment on vehicle may include:	• fire extinguishers • portable warning devices • eye wash kit
Information/documents may include:	• current Australian Dangerous Goods Code, relevant Australian Standards and International Standards • Safe Working Load (SWL) and Working Load Limit (WLL) • manifests, bar codes, goods and product identification

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RANGE STATEMENT

	• manufacturers specifications for equipment/tools • workplace procedures and policies for the transfer of product • goods identification numbers, codes and signs • supplier and/or client instructions • award, enterprise bargaining agreement, other industrial arrangements • relevant standards and certification requirements • quality assurance procedures • emergency procedures • manufacturers specifications, instructions and labelling advice for the packaged dangerous goods, including material safety data sheets

Applicable regulations and legislation may include:	• state/territory mass and loading regulations
	• current Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including:
	  • Australian and International Dangerous Goods Codes
	  • Australian Marine Orders and the International Maritime Dangerous Goods Code
	  • International Air Transport Association (IATA) Dangerous Goods by Air regulations
	• Australian and state/territory regulations related to the carriage of dangerous goods
	• workplace relations regulations
	• equal opportunity legislation
	• equal employment opportunity and affirmative action legislation
	• relevant Australian and International Standards
	• relevant state/territory environmental protection legislation
	• relevant state/territory OH&S legislation

Unit Sector(s)

Not Applicable

Competency Field

Competency Field D - Load Handling

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TLID3043 Shift loads using gantry equipment

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit involves the skills and knowledge required to shift loads using gantry equipment in accordance with relevant regulations and workplace requirements, as part of work activities in the transport and logistics industry.

It includes planning work for the prevailing working conditions, using controls and operating systems to manage the operation of equipment, and locating and identifying load characteristics. It also includes safely moving the load, monitoring controls and stopping, shutting down and securing equipment after the completion of operations.

Work is performed under some supervision generally within a team environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

D – Load Handling

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1 Plan work for the prevailing working conditions	1.1 Traffic flow, weather and work area conditions are constantly assessed and anticipated to allow safe operation to ensure no injury to people, or damage to equipment, loads or facilities
	1.2 Load characteristics are taken into account to ensure appropriate attachments/gear are used to move the load as required
	1.3 Occurrences in the work area that may affect the safety and efficiency of operations are reported to appropriate personnel
2 Use controls and operating systems to manage the operation of the equipment	2.1 Equipment is prepared and appropriate attachments are fitted as required
	2.2 Gear and operational levers are checked to ensure they are in the neutral position prior to inserting ignition key and starting engine
	2.3 Engine is started in accordance with manufacturer guidelines to bring engine to speed
	2.4 Instruments and gauges are monitored during start up and operations to ensure operation is within manufacturer specifications, and workplace and regulatory safety requirements
	2.5 Engine power is managed for efficiency of equipment movement and economy of equipment operations
	2.6 Equipment operations are conducted within manufacturer specified torque range
	2.7 Faults or damage to equipment are immediately reported to appropriate personnel
3 Locate load and identify load characteristics	3.1 Load is located and identified in accordance with instructions
	3.2 Requirements for safe working load (SWL) and working load limit (WLL) of gantry equipment are identified
	3.3 Load weight and dimensions are checked to ensure they fall within equipment capacity
	3.4 Loading and unloading plans are followed to ensure efficiency and safety of operations

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	3.5 Load characteristics are taken into account to ensure appropriate loading and unloading procedures are followed
	3.6 Hazardous cargo is identified and relevant procedures are taken into account when planning and conducting work
4 Safely move load	4.1 Equipment is operated and positioned using smooth and controlled movements
	4.2 Manoeuvres are within equipment limits and in line with manufacturer specifications
	4.3 Load is moved ensuring no injury to personnel or damage to equipment or cargo
	4.4 Continuous communication is maintained with personnel assisting the operator in the load movement operations using appropriate communications technology and procedures
	4.5 In an incident or emergency, equipment is immediately stopped and workplace emergency procedures are followed
	4.6 Safety incidents and emergencies are reported in accordance with workplace procedures and regulatory requirements
5 Monitor and operate controls	5.1 Equipment controls are monitored and operated in accordance with manufacturer operating instructions
	5.2 Control systems are confirmed and acted on in accordance with regulatory requirements, manufacturer guidelines and workplace operating procedures
	5.3 Control faults are identified and reported in accordance with enterprise guidelines
	5.4 Hazards in the work area are identified and appropriate measures are adopted to control the risks in accordance with regulatory requirements and workplace procedures
6 Stop, shut down and secure equipment	6.1 Equipment is brought to a controlled halt and is shut down without injury to personnel or damage to equipment, loads or facilities in accordance with manufacturer guidelines and workplace procedures

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6.2 Equipment is secured in accordance with manufacturer instructions and workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLID3043A Shift loads using gantry equipment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLID3043 Shift loads using gantry equipment

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying effective eye-hand coordination to operational tasks
- applying fatigue management knowledge and techniques
- applying precautions and required action to minimise, control or eliminate identified hazards
- applying relevant legislation and workplace procedures
- checking and replenishing fluids and carrying out lubrication processes
- communicating effectively with others
- completing relevant documentation
- estimating size, shape and special requirements of loads
- identifying cargo, container and goods, coding, Australian Dangerous Goods (ADG) Code and International Maritime Dangerous Goods (IMDG) Code markings and emergency information panels
- identifying, selecting and using relevant equipment, processes and procedures
- implementing contingency plans
- interpreting and following operational instructions and prioritising work
- modifying activities depending on operational contingencies, risk situations and environments
- monitoring equipment performance
- monitoring work activities in terms of planned schedule
- operating and adapting to differences in equipment in accordance with operating procedures
- reading and interpreting relevant instructions, procedures, information and signs
- receiving, acknowledging and sending messages using appropriate communications equipment
- reporting and/or rectifying identified problems, faults or malfunctions promptly, in accordance with regulatory requirements and workplace procedures
- servicing equipment in terms of maintenance schedule and operating procedures
- working collaboratively with others

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- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- Australian and international codes, regulations, licence/permit requirements relevant for using gantry equipment to shift loads
- cargo marking and numbering systems
- operational work systems, equipment, management and site operating systems for using gantry equipment to shift loads
- problems that may occur and appropriate action that can be taken to resolve these problems
- relevant bond, quarantine or other legislative requirements
- relevant work health and safety (WHS)/occupational health and safety (OHS) and environmental protection procedures and guidelines
- relevant safety codes and emergency procedures
- requirements for safe working load (SWL) and working load limit (WLL) of gantry equipment
- types of gantry equipment used to shift loads in terminals/wharves, their applications and procedures and precautions for their use
- workplace procedures and policies for using gantry equipment to shift loads.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

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Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLID3043A Shift loads using gantry equipment

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to shift loads using gantry equipment in accordance with workplace and regulatory requirements, including planning the work for the prevailing working conditions; using the controls and operating systems to manage the operation of the equipment; locating the load and identifying the load characteristics; safely moving the load; monitoring the controls; and stopping, shutting down and securing the equipment after the completion of operations. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the relevant regulations and workplace requirements concerning the shifting of loads using gantry equipment.

Work is performed under some supervision generally within a team environment. It involves the application of workplace procedures and regulatory requirements when shifting loads using gantry equipment as part of work activities in the stevedoring, transport, distribution and allied industries.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Plan work for the prevailing working conditions	1.1 Traffic flow, weather and work area conditions are constantly assessed and anticipated to allow safe operation to ensure no injury to people, or damage to equipment, loads or facilities 1.2 Characteristics of the load are taken into account to ensure that, where applicable, appropriate attachments/gear are used to move the load 1.3 Any occurrences in the work area that may affect the safety and efficiency of operations are reported to the appropriate personnel
2 Use controls and operating systems to manage the operation of the equipment	2.1 Equipment is prepared and appropriate attachments fitted (where applicable) 2.2 Gear and operational levers are checked to ensure that they are in the neutral position prior to inserting ignition key and starting engine 2.3 Engine is started in accordance with manufacturers guidelines to bring the engine to speed 2.4 Instruments and gauges are monitored during start-up and operations to ensure that operation is within manufacturers specifications and workplace and regulatory safety requirements 2.5 Engine power is managed for efficiency of equipment movement and economy of equipment operations 2.6 Equipment operations are conducted within manufacturers specified torque range 2.7 Any faults or damage to equipment are immediately reported to the appropriate personnel
3 Locate load and identify	3.1 Load is located and identified according to instructions

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ELEMENT	PERFORMANCE CRITERIA
load characteristics	3.2 Requirements for Safe Working Load (SWL) and Working Load Limit (WLL) of the gantry equipment are identified
	3.3 Load weight and dimensions are checked to ensure they fall within the capacity of the equipment
	3.4 Loading and unloading plans are followed to ensure efficiency and safety of operations
	3.5 Characteristics of the load are taken into account to ensure that appropriate loading and unloading procedures are followed
	3.6 Hazardous cargo is identified and relevant procedures are taken into account when planning and conducting the work
4 Safely move load	4.1 Equipment is operated and positioned using smooth and controlled movements
	4.2 Manoeuvres are within the limits of the equipment and in line with manufacturers specifications
	4.3 Load is moved ensuring no injury to personnel or damage to equipment or cargo
	4.4 Continuous communication is maintained with personnel assisting the operator in the load movement operations using appropriate communications technology and procedures
	4.5 In the event of a safety incident or emergency, the equipment is immediately stopped and workplace emergency procedures followed
	4.6 Safety incidents and emergencies are reported in accordance with workplace procedures and regulatory requirements
5 Monitor and operate controls	5.1 Equipment controls are monitored and operated in accordance with manufacturers operating instructions
	5.2 Control systems are understood and acted upon in accordance with regulatory requirements, manufacturers guidelines and workplace operating procedures
	5.3 Control faults are identified and reported in accordance with enterprise guidelines
	5.4 Hazards in the work area are identified and appropriate measures are adopted to control the risks in accordance with regulatory requirements and workplace procedures
6 Stop, shut down and secure equipment	6.1 Equipment is brought to a controlled halt and shut down without injury to personnel or damage to equipment, loads or facilities in accordance with manufacturers guidelines and workplace procedures
	6.2 Equipment is secured in accordance with manufacturers instructions and workplace procedures

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Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Australian and international codes, regulations, licence/permit requirements relevant to the use of gantry equipment to shift loads
- Relevant OH&S and environmental protection procedures and guidelines
- Workplace procedures and policies for the use of gantry equipment to shift loads
- Focus of operation of work systems, equipment, management and site operating systems for the use of gantry equipment to shift loads
- Problems that may occur when using gantry equipment to shift loads and appropriate action that can be taken to resolve the problems
- Relevant safety codes and emergency procedures
- Types of gantry equipment used to shift loads in terminals/wharves, their applications and procedures and precautions for their use
- Requirements for Safe Working Load (SWL) and Working Load Limit (WLL) of gantry equipment
- The marking and numbering systems for cargo
- Relevant bond, quarantine or other legislative requirements

Required skills:

- Communicate effectively with others when shifting loads using gantry equipment
- Read and interpret instructions, procedures, information and labels relevant to the shifting of loads using gantry equipment
- Identify cargo, container and goods, coding, ADG and IMDG markings and where applicable emergency information panels
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to the shifting of loads using gantry equipment
- Receive, acknowledge and send messages with appropriate communications equipment
- Estimate the size, shape and special requirements of loads
- Work collaboratively with others when shifting loads using gantry equipment
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems, faults or malfunctions that may occur when shifting loads using gantry equipment in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unanticipated situations that may arise when shifting loads

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Required skills:

using gantry equipment

- Apply precautions and required action to minimise, control or eliminate hazards that may exist during the shifting of loads using gantry equipment
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Apply fatigue management knowledge and techniques
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Identify, select and use relevant equipment, processes and procedures when using gantry equipment to shift loads
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Apply effective eye-hand coordination to operational tasks
- Monitor performance of equipment
- Service equipment in terms of maintenance schedule and standard operating procedures
- Check and replenish fluids and carry out lubrication processes in the course of work activities
- Select and use required personal protective equipment conforming to industry and OH&S standards

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
	  • the underpinning knowledge and skills
	  • relevant legislation and workplace procedures
	  • other relevant aspects of the range statement

Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts • Resources for assessment include: • a range of relevant exercises, case studies and/or

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EVIDENCE GUIDE

	other simulated practical and knowledge assessment, and/or • access to an appropriate range of relevant operational situations in the workplace • In both real and simulated environments, access is required to: • relevant and appropriate materials and equipment, and • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation • As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests • Practical assessment must occur: • through activities in an appropriately simulated environment at the registered training organisation, and/or • in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Work may be conducted:	• in a range of work environments • by day or night
Customers may be:	• internal or external
Workplaces may comprise:	• large, medium or small worksites
Work may be conducted in:	• limited or restricted spaces • exposed conditions • controlled or open environments • even or uneven surfaces • wet or dry surfaces
Cargo/freight may include:	• goods/containers with specialist requirements, including

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RANGE STATEMENT

	temperature controlled goods and dangerous goods
Range of equipment may include:	• various types of bridge and gantry cranes
Hazards in the work area may include exposure to:	• chemicals • dangerous or hazardous substances • movements of equipment, goods, materials and vehicular traffic
Personal protective equipment may include:	• gloves • safety headwear and footwear • safety glasses • two-way radios • protective clothing • high visibility clothing
Communication in the work area may include:	• phone • fax • email • electronic data transfer (EDI) • RF systems • radio • oral, aural or signed communications
Personnel in work area may include:	• workplace personnel • site visitors • contractors • official representatives
Consultative processes may involve:	• staff members • management • union representatives • industrial relations, OH&S specialists • other professional or technical staff
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures
Information/documents may include:	• goods identification numbers and codes • manifests, bar codes, and container identification/serial number • Australian and international codes of practice and regulations relevant to the shifting of loads using gantry equipment • Australian and international regulations and codes of

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RANGE STATEMENT

	practice for the handling and transport of dangerous goods and hazardous substances • operations manuals, job specifications and induction documentation • manufacturers specifications for equipment • workplace procedures and policies • supplier and/or client instructions • dangerous goods declarations and material safety data sheets • award, enterprise bargaining agreement, other industrial arrangements • relevant Australian standards and certification requirements • quality assurance procedures • emergency procedures

Applicable regulations and legislation may include:	• relevant codes and regulations for the shifting of cargo/containers using gantry equipment
	• Australian and international regulations and codes of practice for the handling of dangerous goods and hazardous substances, including:
	  • Australian and International Dangerous Goods Codes
	  • Australian Marine Orders and the International Maritime Dangerous Goods Code
	  • IATA Dangerous Goods by Air regulations
	  • Australian and International Explosives Codes
	• relevant Australian Standards including AS 1418 and AS 2550
	• licence, patent or copyright arrangements
	• water and road use and licence arrangements
	• export/import/quarantine/bond requirements
	• marine orders
	• relevant state/territory OH&S and environmental protection legislation
	• workplace relations regulations
	• workers compensation regulations

Unit Sector(s)

Not Applicable

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Competency Field

Competency Field D - Load Handling

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TLIE2007 Use communications systems

Modification History

Release. ISC Upgrade - Minor edits to text in Performance Criteria.

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit involves the skills and knowledge required to use communications systems in accordance with relevant regulations and workplace procedures.

It includes identifying system features, operating a communications system effectively, using appropriate communications system protocols, maintaining equipment and completing documentation.

It involves applying established communication principles and practices, and using local technical, colloquial language and vocabulary in day-to-day communication.

Work is performed under some supervision, generally within a team environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

E – Communication and Calculation

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes.	demonstrate achievement of the element.
1 Check communications system requirements	1.1 System features and control functions are identified
	1.2 Impact of battery and signal levels on system's capability is determined
	1.3 Mobile equipment is set up to optimise communication
	1.4 Channels are selected appropriate to the communication as required
2 Communicate using communications technology	2.1 System checks are carried out to confirm communications system is operational, in accordance with manufacturer's instructions and workplace procedures
	2.2 Communications system is operated safely in accordance with manufacturer's instructions, workplace procedures and regulatory requirements
	2.3 Telephone and radio security is maintained in accordance with workplace procedures
	2.4 Channel selection is appropriate for the location and type of communication
	2.5 Messages are transmitted clearly and precisely, and user ethics and protocols are followed
	2.6 Public address (PA) system is used, as required, to communicate with passengers and/or crew in accordance with standard operating procedures
	2.7 Incoming messages are received and answered promptly and courteously in accordance with operating procedures and regulatory requirements
	2.8 Appropriate language, protocols, procedures and codes are followed when using communications systems
	2.9 Received messages are interpreted and recorded in accordance with workplace procedures
	2.10 Clear and unambiguous vocal communication is used
3 Maintain communications equipment operational status	3.1 Equipment is checked and maintained in working order in accordance with workplace procedures
	3.2 Minor communications systems faults are promptly

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		identified, diagnosed, and repaired or reported in accordance with workplace procedures
4 Complete documentation	4.1	Appropriate communications records are maintained in accordance with workplace procedures
	4.2	Communications records are stored/filed as required

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLIE2007A Use communication systems.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLIE2007 Use communications systems

Modification History

Release. ISC Upgrade - Minor edits to text in Performance Criteria.

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying precautions and required action to minimise, control or eliminate hazards that may exist when using communications systems
- communicating and working effectively with others using available communications systems
- completing documentation related to work activities when using communications systems
- following communications security procedures
- identifying and using required communications technology
- implementing contingency plans
- modifying activities depending on differing operational contingencies, risk situations and environments
- monitoring communications equipment performance and taking appropriate action as required
- planning, monitoring and prioritising work activities in terms of planned schedule, including predicting consequences and identifying improvements
- operating and adapting to differences in communications equipment in accordance with standard operating procedures
- reporting and/or rectifying identified problems, faults or malfunctions promptly, in accordance with workplace procedures
- reading, interpreting and following communications systems instructions, procedures and relevant legislation
- using communications equipment
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

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Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- basic communication techniques including barriers to effective communication and how to overcome them
- basic principles of effective communication
- features of various communications systems
- minor routine maintenance procedures for communications equipment
- pre-operational checks for communications systems and equipment
- procedures and protocols for using communications systems during an emergency
- protocols and procedures for communicating with others using relevant communications technology including PA systems
- relevant work health and safety work health and safety (WHS)/occupational health and safety (OHS) responsibilities
- relevant procedures and duty of care requirements
- typical problems that may occur when using communications systems, and appropriate action and solutions.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.
-

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLIE3002 Estimate/calculate mass, area and quantify dimensions

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit involves the skills and knowledge required to estimate and calculate mass, area and quantify dimensions of loads in accordance with workplace requirements and relevant regulations, as part of work functions within the transport and logistics industry.

It includes estimating loads to be transported or placed in storage, estimating load limits of transport and/or storage systems, and organising a load.

Work is performed under some supervision generally within a team environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

E – Communication and Calculation

Unit Sector

Not applicable.

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1 Estimate loads for transport or storage	1.1 Order forms/work orders are read and requirements are noted
	1.2 Shape, balance characteristics, dimensions and mass of load/s are identified
	1.3 Area/volume required for storage is estimated
	1.4 Weights and volumes are totalled to calculate load requirements of transport or storage system
2 Estimate load limits of transport and/or storage	2.1 Allowable load limits for storage and/or transport systems are identified in accordance with workplace procedures
	2.2 Capacity of transport and storage systems in terms of mass, area and volume is calculated
3 Organise load	3.1 Load/s is restricted to allowable range
	3.2 Load/s is spread to ensure safe weighting on pallets, trucks, platforms or other storage or transport systems
	3.3 Appropriate workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLIE3002A Estimate/calculate mass, area and quantify dimensions.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLIE3002 Estimate/calculate mass, area and quantify dimensions

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant legislation and workplace procedures
- communicating effectively with others
- identifying, selecting and using relevant calculators, computing and office equipment
- interpreting and following operational instructions and prioritising work
- performing basic mathematical operations required when estimating and/or calculating mass, area and volumes of loads and transport/storage facilities including addition, subtraction, multiplication and division
- reading and interpreting relevant instructions, procedures, information and labels
- working collaboratively with others
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- Australian and international codes and regulations relevant to workplace activities
- documentation requirements for the workplace activities concerned
- focus of operation of work systems, equipment, management and site operating systems for transporting and/or storing goods and stock
- problems that may occur when estimating and/or calculating mass, area and volumes of loads and transport/storage facilities, and appropriate action that can be taken to resolve these problems
- relevant work health and safety (WHS)/occupational health and safety (OHS) and environmental protection procedures and guidelines

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- workplace procedures and policies for estimating and/or calculating mass, area and volumes of loads, and transport and storage facilities, including the quantification of dimensions.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLIE3002A Estimate/calculate mass, area and quantify dimensions

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to estimate and calculate mass and area and quantify dimensions of loads as part of work functions in the transport, stevedoring, warehousing, and/or storage sectors. This includes estimating loads to be transported or placed in storage, identifying mass, area and volume limitations of available transport/storage systems and carrying out calculations required to organise load(s) to match identified transport/storage limitations. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with workplace requirements and any relevant regulations related to the estimation and/or calculation of mass and area and the quantification of dimensions as part of workplace tasks.

Work is performed under some supervision generally within a team environment. It involves the application of basic mathematical principles and operations to the estimation and/or calculation of mass and area and the quantification of dimensions as part of workplace activities in the transport, stevedoring, warehousing, distributi

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Estimate loads for transport or storage	1.1 Order forms/work orders are read and requirements are noted 1.2 Shape, balance characteristics, dimensions and mass of the load(s) are identified 1.3 Area/volume required for storage is estimated 1.4 Weights and volumes are totalled to calculate load requirements of transport or storage system
2 Estimate load limits of transport and/or storage	2.1 Allowable load limits for storage and/or transport systems are identified in accordance with workplace procedures 2.2 Capacity of transport and storage systems in terms of mass, area and volume are calculated
3 Organise load	3.1 Load(s) is restricted to allowable range(s) 3.2 Load(s) is spread to ensure safe weighting on pallets, trucks, platforms or other storage or transport systems 3.3 Appropriate workplace documentation is completed

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

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REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Australian and international codes and regulations relevant to workplace activities
- Relevant OH&S and environmental protection procedures and guidelines
- Workplace procedures and policies for the estimation and/or calculation of mass, area and volumes of loads and transport and storage facilities including the quantification of dimensions
- Basic mathematical operations required when estimating and/or calculating mass, area and volumes of loads and transport/storage facilities including addition, subtraction, multiplication and division
- Focus of operation of work systems, equipment, management and site operating systems for the transport and/or storage of goods and stock
- Problems that may occur when estimating and/or calculating mass, area and volumes of loads and transport/storage facilities and appropriate action that can be taken to resolve the problems
- Documentation requirements for the workplace activities concerned

Required skills:

- Communicate effectively with others when estimating and/or calculating mass, area and volumes of loads and transport and storage facilities
- Read and interpret instructions, procedures, information and labels relevant to the estimation and/or calculation of mass, area and volumes of loads and transport and storage facilities
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to work activities
- Operate electronic communication equipment to required protocol
- Work collaboratively with others when estimating and/or calculating mass, area and volumes of loads and transport/storage facilities
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems that may arise when estimating and/or calculating mass, area and volumes of loads and transport and storage facilities in accordance with workplace procedures
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Identify, select and use relevant calculators, computing and office equipment when estimating and/or calculating mass, area and volumes of loads and transport/storage facilities

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Required skills:

- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
  - the underpinning knowledge and skills
  - relevant legislation and workplace procedures
  - other relevant aspects of the range statement

Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
  - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
  - access to an appropriate range of relevant operational situations in the workplace
- In both real and simulated environments, access is required to:
  - relevant and appropriate materials and equipment, and
  - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation
- As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
- Practical assessment must occur:

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EVIDENCE GUIDE

- through activities in an appropriately simulated environment at the registered training organisation, and/or
- in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Work may be conducted:	• in a range of work environments • by day or night
Customers may be:	• internal or external
Workplaces may comprise:	• large, medium or small worksites
Work may be conducted in:	• limited or restricted spaces • exposed conditions • controlled or open environments
Estimating/calculation tasks may include:	• estimating loads to be transported or placed in storage • identifying mass, area and volume limitations of available transport/storage systems • carrying out calculations required to organise load(s) to match identified transport/storage limitations • calculations and estimations of weights and dimensions of cargo and containers to be shifted, stored or lifted
Calculations may include mathematical operations of addition, subtraction, multiplication and division and may be carried out:	• manually • with the aid of a calculator • with the aid of a computer • using appropriate tables and/or charts
Consultative processes may involve:	• other employees and supervisors • suppliers, customers and clients • relevant authorities and institutions • management and union representatives • industrial relations and OH&S specialists • other maintenance, professional or technical staff
Communication in the work area	• phone

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RANGE STATEMENT

may include:	• electronic data interchange (EDI) • fax • email • internet • radio • RF systems • oral, aural or signed communications
Hazards in the work area may include exposure to:	• chemicals • dangerous or hazardous substances • movements of equipment, goods and materials
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures
Information/documents may include:	• workplace procedures and policies • operations manuals, job specifications and induction documentation • goods identification numbers and codes • manifests, picking slips, merchandise transfers, stock requisitions and bar codes, goods and container identification/serial number • Australian and international codes of practice and regulations relevant to workplace activities including mass and loading regulations • Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances • manufacturers specifications for equipment • supplier and/or client instructions • dangerous goods declarations and material safety data sheets (where applicable) • award, enterprise bargaining agreement, other industrial arrangements • relevant Australian standards and certification requirements • quality assurance procedures • emergency procedures
Applicable regulations and legislation may include:	• relevant codes and regulations relevant to workplace activities • Australian and international regulations and codes of practice for the handling and transport of dangerous goods

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RANGE STATEMENT

and hazardous substances
- licence, patent or copyright arrangements
- water and road use and licence arrangements
- export/import/quarantine/bond requirements
- marine orders
- relevant state/territory OH&S and environmental protection legislation
- workplace relations regulations
- workers compensation regulations

Unit Sector(s)

Not Applicable

Competency Field

Competency Field E - Communication and Calculation

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TLIE3004 Prepare workplace documents

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit involves the skills and knowledge required to prepare workplace documents and forms in accordance with workplace requirements and applicable regulations or codes, as part of work activities within the transport and logistics industry.

It includes planning and preparing simple workplace documents and gathering relevant information enabling the completion of a workplace form.

Work is performed under general supervision within a team environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

E – Communication and Calculation

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Plan workplace document**	1.1	Purpose and audience for document are identified
		1.2	Appropriate format for document is established to meet workplace requirements
		1.3	Relevant information is identified and selected for inclusion in document
2	**Prepare workplace document**	2.1	Document is drafted in accordance with workplace procedures and conventions for sentence construction, grammar, spelling, style, punctuation and vocabulary appropriate for reader/s
		2.2	Document is edited and presented in a final version appropriate to task
3	**Complete workplace forms**	3.1	Work related form/s is interpreted to identify information required for its completion
		3.2	Required information for completion of form is gathered from relevant sources in accordance with workplace procedures
		3.3	Form/s is completed in accordance with workplace policy and procedures, and applicable regulations and codes

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLIE3004A Prepare workplace documents.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLIE3004 Prepare workplace documents

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant legislation and workplace procedures
- communicating effectively with others
- completing documentation related to work activities
- reading and interpreting relevant instructions, procedures, information and labels
- reading, writing and comprehending simple statements in English
- working collaboratively with others
- working systematically with required attention to detail.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- conventions for sentence construction, grammar, spelling, style and punctuation
- equipment and materials required for completing documents and forms, and instructions and precautions for their use
- format and layout of various documents and forms used in workplace activities
- relevant Australian and international codes of practice and regulations relevant to documents and/or forms being prepared
- relevant work health safety (WHS)/occupational health and safety (OHS) and environmental protection procedures and guidelines
- workplace procedures and policies for completing documents/forms.

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Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in *the Standards for Registered Training Organisations* current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLIF1001 Follow work health and safety procedures

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit involves the skills and knowledge required to follow and apply work health and safety (WHS)/occupational health and safety (OHS) procedures when carrying out work activities in compliance with the relevant WHS/OHS regulations and procedures.

It includes following workplace procedures for hazard identification and risk control, contributing to WHS/OHS management arrangements and completing WHS/OHS records.

Work is performed under some supervision generally within a team environment. It involves applying established WHS/OHS and hazard minimisation principles and procedures to conduct workplace activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

F – Safety Management

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1 Follow workplace procedures for hazard identification and risk control	1.1 Workplace procedures for dealing with accidents, fire and emergencies are identified and followed
	1.2 Workplace procedures for WHS/OHS and related work instructions for controlling risks in a workplace are accurately followed
	1.3 Hazards in the workplace are identified and appropriate action is taken to report them and to minimise or eliminate risk to personnel, workplace and the environment
	1.4 Safety regulations and established workplace safety and hazard control practices and procedures are obtained, interpreted and applied to day-to-day work activities
	1.5 Procedures and precautions necessary for entry into confined spaces in the workplace are correctly followed
	1.6 Personal protection clothing and equipment is correctly used in accordance with established safety practices and procedures
	1.7 Established emergency and contingency plans are followed
2 Contribute to arrangements for managing work health and safety	2.1 WHS/OHS issues and identified safety hazards are raised with designated personnel in accordance with workplace procedures and relevant WHS/OHS legislation
	2.2 Contributions to managing WHS/OHS in the workplace are made in accordance with workplace procedures and relevant legislation
	2.3 WHS/OHS issues are raised with designated personnel in accordance with workplace procedures and relevant legislation
	2.4 Participative arrangements for managing WHS/OHS in the workplace are contributed to in accordance with workplace procedures, and within scope of responsibilities and competence
3 Complete work health and safety records	3.1 WHS/OHS records are completed in accordance with workplace requirements
	3.2 WHS/OHS records and legal requirements for maintaining records of occupational injury and diseases

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are followed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLIF1001A Follow occupational health and safety procedures.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLIF1001 Follow work health and safety procedures

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying precautions and required action to minimise, control or eliminate hazards that may exist during work activities
- applying relevant legislation and workplace procedures
- communicating effectively with others when following WHS/OHS procedures
- completing documentation related to WHS/OHS in the workplace
- implementing WHS/OHS workplace procedures
- reporting and/or rectifying identified problems, faults or malfunctions promptly, in accordance with regulatory requirements and workplace procedures
- reading and comprehending simple statements in English
- reading and interpreting relevant safety-related information including safety labels, instructions for safe work, relevant safety data sheets (SDSs)/material safety data sheets (MSDSs), workplace procedures and codes of practice
- selecting and using required personal protective equipment conforming to industry and WHS/OHS standards
- working collaboratively with others when following WHS/OHS procedures
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- emergency and evacuation procedures
- HAZCHEM symbols and implications for safe work and storage
- housekeeping standards and procedures
- location and use of safety alarms, manifests, emergency shut-off systems, emergency

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communications systems
- manual and mechanically-assisted lifting and load shifting procedures
- procedures for handling broken or damaged equipment
- relevant terms used in SDSs/MSDSs
- relevant WHS/OHS procedures and guidelines
- reporting procedures for unsafe situations, fire hazards, broken or damaged equipment or fittings, sickness and accidents
- site layout and obstacles
- storage and use of hazardous substances
- WHS/OHS warning signs and signals.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or other simulation
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLIF1002A Conduct housekeeping activities

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to conduct housekeeping activities in the workplace, including identifying required housekeeping requirements, procedures and resources for different areas of the workplace, monitoring and maintaining cleanliness and tidiness in the workplace, and completing assigned housekeeping tasks. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in accordance with workplace housekeeping procedures.

Work is performed under some supervision generally within a team environment. It involves the application of the basic safety principles to the completion of housekeeping tasks as part of workplace operations.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify the housekeeping requirements procedures, and resources of different areas of the workplace	1.1 Workplace procedures for housekeeping are identified 1.2 Equipment and consumables are selected in accordance with work area requirements 1.3 Specific requirements for housekeeping activities in different parts of the employees' work area are identified and followed 1.4 Requirements for the minor disassembly/reassembly of storage zones are identified (where applicable)
2 Monitor and maintain cleanliness and tidiness in the workplace	2.1 Initiative is used to continuously monitor the cleanliness and tidiness of the worksites used by the employees 2.2 Housekeeping issues are raised with designated personnel in accordance with workplace procedures 2.3 Housekeeping equipment and supplies are maintained and stored
3 Complete assigned housekeeping duties	3.1 Assigned housekeeping duties are conducted following workplace procedures and ensuring that waste is removed 3.2 Maintenance requirements of any damaged items are notified to appropriate personnel 3.3 Minor disassembly/reassembly of storage zones is conducted within enterprise policies and procedures 3.4 Schedules and records for housekeeping duties are maintained 3.5 Work areas are checked and meet required workplace standards 3.6 Work is carried out following enterprise practices and safe work procedures

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Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant OH&S procedures and guidelines concerning housekeeping operations
- Workplace procedures and policies for the carrying out housekeeping tasks in the workplace
- Risks when carrying out housekeeping tasks and related precautions to control the risk
- Housekeeping standards required in the workplace
- Site layout and obstacles
- Application of relevant industrial regulations and requirements
- Servicing procedures for housekeeping equipment

Required skills:

- Communicate effectively with others when carrying out housekeeping tasks
- Read and interpret instructions, procedures, information and signs relevant to housekeeping activities in the workplace
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to housekeeping in the workplace
- Operate electronic communication equipment to required protocol
- Work collaboratively with others when carrying out housekeeping tasks
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any problems, faults or malfunctions identified when carrying out housekeeping tasks in accordance with regulatory requirements and workplace procedures
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during housekeeping activities
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Monitor condition and performance of housekeeping tools and equipment
- Service housekeeping tools and equipment in terms of servicing schedule and standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S

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Required skills:

standards

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
  - the underpinning knowledge and skills
  - relevant legislation and workplace procedures
  - other relevant aspects of the range statement

Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
  - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
  - access to an appropriate range of relevant operational situations in the workplace
- In both real and simulated environments, access is required to:
  - relevant and appropriate materials and equipment, and
  - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation
- As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
- Practical assessment must occur:
  - through activities in an appropriately simulated environment at the registered training organisation, and/or

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EVIDENCE GUIDE

- in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

The housekeeping tasks may be conducted:	• in a range of work environments • by day or night
Customers may be:	• internal or external
Workplaces may comprise:	• large, medium or small worksites
Work may be conducted in:	• tight or restricted spaces • exposed conditions • controlled or open environments
Housekeeping duties may include:	• cleaning • returning goods or equipment to storage • repacking • waste removal • maintenance
Hazards in the work area may include exposure to:	• chemicals • dangerous or hazardous substances • movements of equipment, goods and materials
Personnel in the work area may include:	• workplace personnel • site visitors • contractors • official representatives
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures
Depending on workplace context, personal protective equipment may include:	• gloves • safety headwear and footwear • safety glasses • two-way radios • high visibility clothing

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RANGE STATEMENT

Information/documents may include:	• OH&S and environmental protection regulations • workplace housekeeping procedures and policies • codes of practice including the National Standards for Manual Handling and the Industry Safety Code • material safety data sheets • policies and procedures for entry and work in confined spaces • manufacturers instructions concerning the use and servicing of equipment • supplier and/or client instructions • emergency procedures • regulations and policies concerning noise, smoking, work station ergonomics and other critical OH&S issues • goods identification numbers and codes • manifests, bar codes, goods and container identification • relevant legislation, regulations and related documentation • award, enterprise bargaining agreement, other industrial arrangements • standards and certification requirements • quality assurance procedures
Applicable regulations and legislation may include:	• relevant state/territory OH&S legislation • relevant state/territory environmental protection legislation • workplace relations regulations • dangerous goods and air freight regulations

Unit Sector(s)

Not Applicable

Competency Field

Competency Field F - Safety Management

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TLIF1002B Conduct housekeeping activities

Modification History

Not applicable.

Unit Descriptor

This unit involves the skills and knowledge required to conduct housekeeping activities in the workplace, including identifying required housekeeping requirements, procedures and resources for different areas of the workplace; monitoring and maintaining cleanliness and tidiness in the workplace; and completing assigned housekeeping tasks.

Licensing, legislative, regulatory and certification requirements are applicable to this unit.

Application of the Unit

Work must be carried out in accordance with workplace housekeeping procedures.

Work is performed under some supervision generally in a team environment. It involves the application of basic safety principles to the completion of housekeeping tasks as part of workplace operations.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1 Identify the housekeeping requirements, procedures and resources of different areas of the workplace	1.1 Workplace procedures for housekeeping are identified 1.2 Equipment and consumables are selected in accordance with work area requirements 1.3 Specific requirements for housekeeping activities in different parts of the work area are identified and followed
2 Monitor and maintain cleanliness and tidiness in the workplace	2.1 Initiative is used to continuously monitor the cleanliness and tidiness of the worksites 2.2 Housekeeping issues are raised with designated personnel in accordance with workplace procedures 2.3 Housekeeping equipment is operated in accordance with manufacturer instructions and company policy 2.4 Housekeeping equipment and supplies are maintained and stored
3 Complete assigned housekeeping duties	3.1 Assigned housekeeping duties are conducted following workplace procedures and ensuring that waste is removed 3.2 Maintenance requirements of any damaged items are notified to appropriate personnel 3.3 Schedules and records for housekeeping duties are maintained 3.4 Work areas are checked and meet required workplace standards 3.5 Work is carried out following enterprise practices and safe work procedures

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

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REQUIRED KNOWLEDGE AND SKILLS

Required knowledge:

- Workplace procedures and policies for carrying out housekeeping tasks in the workplace
- Risks when carrying out housekeeping tasks and related precautions to control them
- Housekeeping standards required in the workplace
- Purpose of housekeeping within the workplace
- Site layout and obstacles
- Servicing procedures for housekeeping equipment
- Relevant enterprise practices and safe work procedures for the job role

Required skills:

- Communicate effectively with others when carrying out housekeeping tasks
- Interpret and follow operational instructions and prioritise work
- Operate electronic communication equipment to required protocol
- Work collaboratively with others when carrying out housekeeping tasks
- Report and rectify within limits of own role problems, faults and malfunctions identified when carrying out housekeeping tasks in accordance with regulatory requirements and workplace procedures
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during housekeeping activities
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Monitor condition and performance of housekeeping tools and equipment
- Service housekeeping tools and equipment in terms of servicing schedule and standard operating procedures
- Select and use required personal protective equipment (PPE), conforming to industry and OH&S standards
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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the

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performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of: • identifying workplace housekeeping requirements • undertaking housekeeping in the workplace
Context of and specific resources for assessment	• Access is required to: • relevant and appropriate materials and equipment to meet the performance criteria • applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
Method of assessment	• Practical assessment must occur: • in three different activities of the job role in the workplace • if in a simulated work environment, using industry-standard equipment

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Housekeeping tasks may be conducted:	• in a range of work environments • by day or night
Customers may be:	• internal or external
Workplaces may comprise:	• large, medium or small worksites
Work may be conducted in:	• tight or restricted spaces • exposed conditions • controlled or open environments
Housekeeping duties may include:	• cleaning • returning goods or equipment to storage • repacking • waste removal • maintenance

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Hazards in the work area may include exposure to:	• chemicals • dangerous or hazardous substances • movement of equipment, goods and materials
Personnel in the work area may include:	• workplace personnel • site visitors • contractors • official representatives
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures
Depending on workplace context, PPE may include:	• gloves • safety headwear and footwear • safety glasses • two-way radios • high visibility clothing • eye wash
Information and documents may include:	• OH&S and environmental protection regulations • workplace housekeeping procedures and policies • codes of practice, including the National Standard for Manual Handling and the industry safety code • material safety data sheets • policies and procedures for entry and work in confined spaces • manufacturer instructions concerning the use and servicing of equipment • supplier and customer instructions • emergency procedures • regulations and policies concerning noise, smoking, work station ergonomics and other critical OH&S issues • goods identification numbers and codes • manifests, bar codes, goods and container identification • relevant legislation, regulations and related documentation • award, enterprise bargaining agreement, other industrial arrangements • standards and certification requirements • quality assurance procedures

Applicable regulations and legislation may include:	• relevant state and territory:
	  • OH&S legislation
	  • environmental protection legislation
	• workplace relations regulations

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- dangerous goods and air freight regulations

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Unit Sector(s)

Not Applicable

Competency Field

Competency Field F - Safety Management

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TLIF2012 Apply safe procedures when handling/transporting dangerous goods or explosives

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit involves the skills and knowledge required to apply safe handling strategies when handling/transporting dangerous goods or explosives.

It includes driving vehicle concerned in a safe manner and consulting with relevant authorities/persons in accordance with regulatory requirements.

Work must be carried out in accordance with relevant Australian and state/territory regulations and codes, including current:

- Australian Code for the Transport of Explosives by Road and Rail (AE Code)
- Australian Dangerous Goods (ADG) Code
- Code for the Safe Transport of Radioactive Material.

Work is performed under limited supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

F – Safety Management

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Operate equipment and/or vehicle in a safe manner	1.1 Job hazards are identified and required action is taken to minimise, control or eliminate identified hazards
	1.2 Safety equipment is checked for serviceability and required quantities and types
	1.3 Equipment/vehicle is operated safely in accordance with the relevant industry regulations, licence/permit requirements/or standards and as directed by police and/or competent authority
	1.4 Safety guidelines and codes of practice are applied in accordance with workplace procedures
	1.5 Dangerous goods/explosives/hazardous substances are handled/conveyed in accordance with relevant government regulations and current ADG Code
	1.6 Relevant emergency procedures are assessed relative to the dangerous goods/explosives/hazardous substances concerned
	1.7 Emergency procedures are instigated in accordance with current ADG Code, relevant codes of practice and government regulations, to ensure precautions are taken consistent with directions set out in emergency workplace procedures
	1.8 Procedures are implemented to minimise damage to equipment, facilities and the environment, and to minimise injury to personnel
2 Consult with relevant authorities/persons	2.1 Dangerous goods occurrences are reported in specified timeframes to competent authority, fire brigade and/or police using appropriate workplace procedures, in accordance with relevant regulatory requirements
	2.2 Assistance is provided to competent authority as requested
	2.3 Other persons within affected emergency area are warned about hazard/s in accordance with workplace procedures as required

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2.4	Documentation is completed and proofread in accordance with workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLIF2012A Apply safe procedures when handling/transporting dangerous goods or explosives.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLIF2012 Apply safe procedures when handling/transporting dangerous goods or explosives

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying precautions and required action to minimise, control or eliminate identified hazards
- communicating effectively with others
- completing relevant documentation
- handling/transporting dangerous goods/explosives/hazardous substances safely, in accordance with workplace procedures and regulatory requirements
- identifying characteristics and hazards of dangerous goods/explosives/hazardous substances being handled
- identifying, selecting and using appropriate handling/transportation equipment, vehicles, personal protection equipment and related procedures
- interpreting and following operational instructions and prioritising work
- interpreting relevant signs, placards, labels and codes
- locating, interpreting and applying relevant information
- modifying activities depending on operational contingencies, risk situations and environments
- operating and adapting to differences in handling and transportation equipment in accordance with operating procedures
- reading and interpreting relevant instructions, procedures, information and signs
- reporting and/or rectifying identified problems, faults or malfunctions promptly, in accordance with regulatory requirements and workplace procedures
- selecting and use required personal protective equipment conforming to industry and work health and safety (WHS)/occupational health and safety (OHS) standards.

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Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- characteristics of various dangerous goods, explosives or hazardous substances and their implications for handling and transport
- company incident reporting system and employer responsibility to report incidents to relevant government authority
- compatibility of various types of dangerous goods, explosives or hazardous substances
- emergency management plan
- housekeeping standards and procedures
- relevant Australian and state/territory regulations and codes pertaining to identifying, handling and marking dangerous goods, explosives or hazardous substances including current ADG Code
- risks and hazards when handling and conveying dangerous goods, explosives or hazardous substances, and related precautions to control the risk
- site layout and obstacles
- WHS/OHS procedures and guidelines for lifting and movement of loads
- workplace procedures for handling and transporting dangerous goods, explosives or hazardous substances.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- applicable documentation including workplace procedures, regulations, current ADG/AE Code, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in

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industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLIF2012A Apply safe procedures when handling/transporting dangerous goods or explosives

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to apply safe handling strategies when handling dangerous goods or explosives, including driving the vehicle concerned in a safe manner and consulting with relevant authorities/persons in accordance with regulatory requirements. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the relevant Australian and state/territory regulations and codes, including the current Australian Dangerous Goods Code, the Australian Explosives Code, and the Code of Practice for the Safe Transport of Radioactive Substances.

Work is performed under limited or minimum supervision. It involves the application of the basic principles, routine procedures and regulatory requirements to safe handling/transport of dangerous goods/explosives/hazardous substances in a range of operational situations.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Operate equipment and/or vehicle in a safe manner	1.1 Safety equipment is checked for serviceability and required quantities and types 1.2 Equipment/vehicle is operated safely in accordance with the relevant industry regulations, licence/permit requirements/or standards and as directed by police and/ or competent authority 1.3 Safety guidelines and codes are correctly applied 1.4 Dangerous goods/explosives/hazardous substances are handled/conveyed in accordance with the relevant government regulations and codes 1.5 Relevant emergency procedures are assessed relative to the dangerous goods/explosives/hazardous substances concerned 1.6 Emergency procedures are instigated in accordance with the relevant codes and government regulations to ensure precautions are taken consistent with directions set out in the emergency procedures 1.7 Procedures are implemented to minimise damage to equipment, facilities and the environment and minimise injury to personnel
2 Consult with relevant authorities/persons	2.1 Dangerous goods occurrences are reported to the competent authority, fire brigade and/or police using appropriate workplace procedures, in specified timeframes in accordance with relevant regulatory requirements 2.2 Assistance is provided to the competent authority as requested 2.3 Other persons within affected emergency area are warned about the hazard in accordance with workplace procedures

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Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant Australian and state/territory regulations and codes pertaining to the identification, handling and marking of dangerous goods, explosives or hazardous substances including the current Australian Dangerous Goods Code
- OH&S procedures and guidelines concerning the lifting and movement of loads
- The company's incident reporting system, and the responsibility of the employer to report incidents to the relevant State or Government authority
- Risks and hazards when handling and conveying dangerous goods, explosives or hazardous substances, and related precautions to control the risk
- Workplace procedures and policies for the handling and transport of dangerous goods, explosives or hazardous substances
- Characteristics of various dangerous goods, explosives or hazardous substances and their implications for handling and transport
- Compatibility of various types of dangerous goods, explosives or hazardous substances
- Housekeeping standards procedures required in the workplace
- Site layout and obstacles

Required skills:

- Communicate effectively with others when handling or transporting dangerous goods or explosives
- Read and interpret instructions, procedures, information and signs relevant to the handling or transporting of dangerous goods or explosives
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to the handling or transporting of dangerous goods or explosives
- Operate electronic communication equipment to required protocol
- Work collaboratively with others handling or transporting dangerous goods or explosives
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems, faults or malfunctions that may occur when handling or transporting dangerous or hazardous goods or explosives in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unanticipated situations that may arise during the handling or

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Required skills:

transporting of dangerous goods or explosives

- Apply precautions and required action to minimise, control or eliminate hazards that may exist during the handling or transporting of dangerous goods or explosives
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Apply fatigue management knowledge and techniques
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in handling and transportation equipment in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of:
	  • identifying characteristics and hazards of the dangerous goods/explosives/hazardous substances being handled
	  • interpreting relevant signs, labels and codes
	  • locating, interpreting and applying relevant information
	  • safely handling/transporting dangerous goods/explosives/hazardous substances in accordance with workplace procedures and regulatory requirements
	  • identifying, selecting and using appropriate handling/transport equipment, vehicles, personal protection equipment and related procedures

Context of and specific resources	• Performance is demonstrated consistently over a period

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EVIDENCE GUIDE

for assessment	of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment, and
	  • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation
	• As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
	• Practical assessment must occur:
	  • through activities in an appropriately simulated environment at the registered training organisation, and/or
	  • in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Operations may be conducted:	• in a range of work environments and weather conditions • by day or night
Customers may be:	• internal or external
Workplaces may comprise:	• internal or external
Work may be conducted in:	• restricted spaces • exposed conditions • controlled or open environments

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RANGE STATEMENT

	• a workplace, warehouse or depot • a vehicle on the road • client's workplace • convoy of a group of vehicles
Goods/cargo being handled/conveyed may require:	• special precautions for handling, stacking and transport
Classes of dangerous goods/explosives/hazardous substances are:	• as defined in the respective Australian Codes
Standard marking and signage for identified explosives and dangerous goods is as required:	• in the respective Australian Codes
Personnel in the work area may include:	• workplace personnel • site visitors • contractors • official representatives
Communication in the work area may include:	• phone • electronic data interchange • fax • email • internet • radio • oral, aural or signed communications
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures
Handling operations may be carried out:	• both manually and with the aid of lifting equipment and/or appliances
Load restraint procedures and equipment are:	• as specified in mass and loading regulations and guidelines
Personal protective equipment may include:	• gloves • safety headwear and footwear • safety glasses • two-way radios • high visibility clothing • protective clothing

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RANGE STATEMENT

Information/documents may include:	• goods/materials identification numbers, codes and signs • manifests, bar codes, goods and container identification • manufacturers specifications for equipment/tools • workplace procedures and policies for the handling of dangerous goods, explosives and radioactive and other hazardous substances, and incident reporting • supplier and/or client instructions • material safety data sheets • relevant codes of practice, including the Australian Dangerous Goods Code, the Australian Explosives Code, the Code of Practice for the Safe Transport of Radioactive Substances, the Industry Safety Code, and National Standards for Manual Handling • National Load Restraint Guide • award, enterprise bargaining agreement, other industrial arrangements • standards and certification requirements • quality assurance procedures • emergency procedures

Applicable regulations and legislation may include:	• Australian and state/territory regulations pertaining to the handling of dangerous goods/explosives/hazardous substances
	• Australian and international regulations and codes of practice for the handling and transport of explosives, dangerous goods and hazardous substances, including:
	  • Australian and International Dangerous Goods Codes
	  • Australian Marine Orders and the International Maritime Dangerous Goods Code
	  • IATA Dangerous Goods by Air regulations
	  • Australian and International Explosives Codes
	  • Code of Practice for the Safe Transport of Radioactive Substances
	  • state/territory legislation covering the safe handling of infectious substances
	• relevant state/territory environmental protection legislation
	• equal opportunity
	• workplace relations regulations
	• equal employment opportunity and affirmative action legislation
	• relevant state/territory OH&S legislation

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Unit Sector(s)

Not Applicable

Competency Field

Competency Field F - Safety Management

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TLIF4007A Implement and coordinate accident-emergency procedures

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to implement and coordinate accident-emergency procedures, including responding to the incident, conducting on-site activities, and completing follow-up actions. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the relevant regulations and workplace procedures concerning action to be taken in the event of an emergency, fire or accident.

Work is performed under some supervision generally within a team environment. It involves the application of the basic emergency response principles to the implementation of accident-emergency procedures including the provision of assistance ranging from simple injuries to the application of life support systems.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Respond to the incident	1.1 Details of incidents, accidents and emergencies are received, analysed and confirmed
	1.2 Immediate coordination requirements are identified and actioned in accordance with organisation procedures
	1.3 Travel to the incident site is by the shortest, fastest, legal means and routes
2 Coordinate on-site activities	2.1 Control of site activities is assumed on arrival and the operator and other authorities present are informed of this action
	2.2 Assistance is provided to clients and operators within the limitations of duty of care and organisation requirements
	2.3 Details of personnel, including names and nature of injuries, are notified to relevant personnel, following enterprise procedures
	2.4 Assistance is provided to relevant authorities within legal and policy limitations
3 Complete follow-up actions	3.1 Details of affected personnel, including names, nature of injuries and follow-up treatments are notified to next-of-kin in accordance with organisation procedures
	3.2 Incidents resulting in a near miss, accident or emergency are investigated and a report, including recommendations, is completed in accordance with enterprise policies and procedures
	3.3 Accident procedures and emergency plans are reviewed for effectiveness and recommendations for changes are prepared and submitted to appropriate persons

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Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant OH&S and other regulatory codes, procedures and guidelines concerning response to accidents and emergencies
- Risks and hazards in the workplace and related precautions to control the risk
- Workplace procedures and policies for responding to accident/emergency situations
- Types of accidents and emergencies that can occur in a workplace and the appropriate action to be taken in each case
- Types of emergency equipment in the workplace and instructions for its use
- Site layout and obstacles
- Means to control and organise the accident scene, provide practical assistance and cooperate with others at the scene
- Focus of operation of work systems, equipment, management and site operating systems

Required skills:

- Communicate effectively with others when implementing and coordinating accident and emergency procedures
- Read and interpret instructions, procedures, information and signs relevant to the implementation and coordination of accident and emergency procedures
- Identify containers and goods coding, ADG and IMDG markings and where applicable emergency information panels
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to the implementation and coordination of accident and emergency procedures
- Operate electronic communication equipment to required protocol
- Work collaboratively with others when implementing and coordinating accident and emergency procedures
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems, faults or malfunctions that may arise when implementing and coordinating accident and emergency procedures in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unplanned events that may occur when implementing and coordinating accident and emergency procedures
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities

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Required skills:

- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Identify, select and use emergency equipment, processes and procedures
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
	  • the underpinning knowledge and skills
	  • relevant legislation and workplace procedures
	  • other relevant aspects of the range statement

Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment, and
	  • applicable documentation including workplace procedures, regulations, codes of practice and

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EVIDENCE GUIDE

	operation manuals

Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation
	• As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
	• Practical assessment must occur:
	  • through activities in an appropriately simulated environment at the registered training organisation, and/or
	  • in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Work may be conducted:	• in a range of work environments and weather conditions • by day or night
Customers may be:	• internal or external
Workplaces may comprise:	• large, medium or small worksites
Work may be conducted in:	• restricted spaces • exposed conditions • controlled or open environments
Action to be taken in the event of an accident-emergency may include:	• identifying and following established emergency procedures • assessing the nature and extent of the emergency • rendering assistance and first aid • isolating and coordinating safety of the scene • alerting relevant organisational personnel and emergency services • recording relevant information and reporting on accident/emergency situation in accordance with regulatory and workplace requirements
Emergency equipment may include:	• first aid kit • fire extinguishers • fire hose

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RANGE STATEMENT

	• fire blanket • resuscitation equipment
Hazards in the work area may include:	• exposure to chemicals • exposure to dangerous or hazardous substances • movements of equipment, goods and materials • accidents involving chemicals, toxic substances and other harmful substances • accidents involving equipment and vehicles • explosion and/or fire • personal accidents including lifting injuries • waste management and disposal • violent incidents such as armed robberies
Consultative processes may include:	• workplace personnel and management • designated workplace emergency officers • emergency services personnel including ambulance, police, fire services, etc. • union representatives • industrial relations and OH&S specialists • other professional or technical staff • site visitors • contractors • official representatives
Communication in the work area may include:	• phone • electronic data interchange • fax • email • internet • radio • oral, aural or signed communications
Personal protective equipment may include:	• gloves • safety headwear and footwear • safety glasses • two-way radios • high visibility clothing • breathing apparatus
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures
Information/documents may	• workplace emergency/fire/accident procedures

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RANGE STATEMENT

include:

- workplace procedures for the use of emergency equipment and personal protection equipment
- first aid instructions and procedures
- manufacturers instructions concerning the use and servicing of equipment
- manifests, bar codes, goods and container identification goods identification numbers and codes
- material safety data sheets
- codes of practice including the Dangerous Goods Code
- IMDG code markings, HAZCHEM codes and where applicable emergency information panels
- relevant legislation, regulations and related documentation related to emergency response situations
- award, enterprise bargaining agreement, other industrial arrangements
- relevant Australian standards and certification requirements
- quality assurance procedures
- supplier and/or client advice on the hazards involved with goods or cargo

Applicable regulations and legislation may include:

- relevant state/territory OH&S legislation
- relevant state/territory environmental protection legislation
- emergency procedures regulations
- dangerous goods and hazardous goods regulations
- relevant Australian standards and certification including Australian Standard AS 2865 - Safe Working in a Confined Space Code
- workplace relations regulations
- workers compensation regulations

Unit Sector(s)

Not Applicable

Competency Field

Competency Field F - Safety Management

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TLIO1002A Follow security procedures when working with passengers and personnel

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to follow security procedures in the transport and logistics industry. It includes checking and maintaining the security of any passengers, workplace personnel and visitors; identifying and responding to any security threats or situations; and completing all required security records. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Persons achieving competence in this unit will need to fulfil the applicable security regulations and the relevant sections of a transport organisation's workplace security program and procedures.

Work is performed under some supervision generally within a team environment. It involves the application of an organisation's workplace security program and procedures and regulatory requirements to ensure that appropriate security procedures are followed when carrying out work activities in the transport and logistics industry.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Maintain security of passengers, workplace personnel and visitors	1.1 Where applicable, security checks of passengers, workplace personnel and visitors are carried out in accordance with workplace security program and procedures and within limits of role and responsibilities
	1.2 Precautions and measures aimed at protecting the security of passengers, workplace personnel and visitors are followed in accordance with workplace security procedures and applicable security regulations
	1.3 Signs of suspicious behaviour of passengers or other personnel are recognised and reported promptly to designated personnel in accordance with workplace security procedures
	1.4 Any breaches of security requirements for passengers, workplace personnel and visitors are reported promptly to designated personnel in accordance with workplace procedures
2 Identify a security threat or situation	2.1 Signs of security threats are recognised and investigated where applicable in accordance with workplace security procedures
	2.2 Security threat or situation is promptly identified, assessed and reported in accordance with workplace security procedures
	2.3 Implications of the security threat or situation are evaluated in accordance with workplace security procedures
	2.4 Relevant personnel are alerted to the security threat or situation as required within workplace security
	2.5 Communications are maintained with relevant personnel to determine appropriate course of action
3 Respond to a security threat or situation	3.1 Response to an identified security threat or situation is in accordance with workplace security procedures, received

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ELEMENT	PERFORMANCE CRITERIA
	instructions, regulatory requirements and emergency response plan where relevant
	3.2 Security threats or incidents are handled appropriately in accordance with established response plan and within limits of responsibility and duty of care
	3.3 Responsibilities are fulfilled in accordance with workplace security procedures and regulatory requirements
	3.4 Assistance is provided in controlling the site both prior to and following arrival of security and/or emergency services
	3.5 In the case of a security threat or emergency, assistance is provided to other staff and emergency services personnel conducting an initial survey of the scene
	3.6 Directions of the controlling security/emergency authority are followed and all possible assistance is provided in response to those directions
4 Maintain security records	4.1 Records of security checks and precautions are kept as applicable in accordance with workplace security procedures
	4.2 Reports of security incidents or threats are completed as applicable in accordance with workplace security procedures

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Applicable transport security legislation including relevant international, national, state and territory acts, regulations codes and/or guidelines
- Relevant workplace security program and policies and procedures for responding to security threats, situations and emergencies
- Relevant quarantine regulations and requirements
- Relevant OH&S and environmental protection procedures and guidelines
- Common security threats and incidents that may occur in transport, logistics and allied industries, and related roles and responsibilities of personnel when reporting them and responding to them
- Applicable measures for the securing of transport terminals, storage facilities, vehicles, trains, aircraft and/or vessels
- Signs of pillaging and theft

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REQUIRED KNOWLEDGE AND SKILLS

- Signs of suspicious behaviour of passengers and other personnel
- Precautions and procedures aimed at protecting the security of passengers, workplace personnel and visitors
- Focus of operation of work systems, equipment, management and site operating systems when carrying out operations in the transport and logistics industries
- Common security problems that may occur when carrying out operations in the transport and logistics industries, and action that can be taken to address and resolve the problems
- Relevant documentation and reporting requirements
- Layout of worksite, vehicle, vessel, train or aircraft and operating procedures
- Procedures for operating any electronic communications equipment with required protocol

Required skills:

- Communicate effectively with others when following security procedures
- Read and interpret instructions, procedures, applicable regulatory requirements, labels, markings, ID cards and other information relevant to workplace security in the transport and logistics industries
- Complete required documentation and reports related to security procedures
- Work collaboratively with others when following security procedures
- Identify and solve and/or report problems that arise when following security procedures
- Modify activities depending on differing workplace contexts, risk situations and environments
- Adapt to differences in equipment, facilities, cargo and passengers
- Apply procedures for security checks and precautions as per limits of role and responsibilities
- Recognise signs of pillage and theft
- Recognise signs of security threats and situations
- Promptly report and/or rectify any identified problems that may arise when following security procedures in accordance with regulatory requirements and workplace procedures
- Follow security threat/incident response plan and procedures
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Select and use relevant communications and other equipment required when following security procedures
- Select and use required personal protective clothing and equipment conforming to industry and OH&S standards

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of:
  - applying the underpinning knowledge and skills
  - identifying signs of a possible security threat
  - responding to a possible security threat
  - applying relevant legislation and workplace procedures

Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
  - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
  - access to an appropriate range of relevant operational situations in the workplace
- In both real and simulated environments, access is required to:
  - relevant and appropriate materials and equipment, and
  - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment

- As a minimum, assessment of knowledge must be conducted through appropriate assessments using written/practical/oral assessments
- Practical assessment must occur:
  - through activities in an appropriately simulated environment, and/or
  - in an appropriate range of situations in the workplace

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Transport and logistics enterprises may involve:	• warehousing and distribution • road transport • rail transport • aviation • maritime • freight forwarding and customs broking • multimodal transport and logistics
Work may be conducted:	• in a range of work environments by day or night • in large, medium or small transport terminals and storage facilities • at international airports, domestic airports, regional airports and remote airfields • on vehicles, trains, aircraft and vessels
Security procedures may be aimed at preventing or identifying:	• persons trespassing on security zones and restricted areas • unauthorised airside access at security controlled airports and airfields • carriage or storage of prohibited goods • the carriage of improvised explosive devices • smuggling of goods • acts or threats of terrorism • hijacking of a vehicle, train, aircraft or vessel • extortion • assault • fraud • vandalism and graffiti
Security measures may include:	• security guards at access points and gates to secured areas • locked doors, gates and fences • use of personal electronic access cards • recording of carrier and vehicle registration details at gates and checkpoints • bag check points • escorts for visitors in restricted areas • access control into and out of restricted security areas • use of ID cards • video surveillance equipment • X-ray screening of passengers, workplace personnel and visitors

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RANGE STATEMENT

	• explosives trace detection (ETD) screening of passengers, workplace personnel and visitors • screening of passengers, workplace personnel and visitors using hand-held and walk through magnetometers
Communication in the work area may include:	• phone • radio • fax • email • electronic data transfer (EDI) • internet • oral, aural or signed communications
Personal protection equipment may include:	• gloves • safety headwear and footwear • eye and ear protection • safety glasses • two-way radios • high visibility clothing
Depending on the organisation concerned workplace procedures may be called:	• standard operating procedures • company procedures • enterprise procedures • organisational procedures • established procedures
Information and documents may include:	• Australian transport security legislation and regulations • Australian and international codes of practice and regulations relevant to the secure transport of passengers • workplace security procedures and related policies and procedures • workplace standard operating procedures and policies • signs and instructions pertaining to security matters • operations manuals, job specifications and induction documentation • manufacturers specifications for equipment • supplier and/or client instructions
Applicable legislation, regulations and codes may include:	• Australian transport security legislation and regulations • Australian and international codes of practice and regulations relevant to the secure transport of passengers • export/import/quarantine regulations • relevant state/territory OH&S legislation

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Unit Sector(s)

Not Applicable

Competency Field

Competency Field O - Security

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TLIR4001 Monitor supplier performance

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit involves the skills and knowledge required to monitor the performance of contracted suppliers of goods/materials/services in compliance with workplace procedures and requirements.

It includes administering supplier contract, assessing for conformity to contracted requirements and completing all required contract documentation.

Work is performed under general guidance on progress and outcomes of work. It involves discretion and judgement for self and others in monitoring supplier performance.

Work involves responsibility for resource coordination and allocation, and for leading individuals or teams.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

R – Contract Procurement

Unit Sector

Not applicable.

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Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Administer supplier contract	1.1 Procedures for receiving supplied goods/materials/services are documented and implemented within the workplace
	1.2 Supplied goods/material/services are assessed for conformity to contracted requirements including price, quantity, quality and delivery schedules
	1.3 Non-conformance of supplier with contracted requirements is accurately detailed
	1.4 Actions to rectify non-conformance are undertaken in accordance with enterprise procedures and within scope of authority
	1.5 Issues of non-conformance beyond scope of authority are referred to designated personnel in accordance with enterprise operating procedures
2 Complete documentation	2.1 Annotations and performance assessment/evaluations are completed and appended to supplier file
	2.2 Action taken in regard to non-conformance of contracted requirements is documented and appended to supplier file
	2.3 System records are maintained and updated in accordance with enterprise information management system and required regulatory requirements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

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Unit Mapping Information

This unit replaces and is equivalent to TLIR4001A Monitor supplier performance.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLIR4001 Monitor supplier performance

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- Administering supplier contract
- applying relevant legislation and workplace procedures
- communicating and working effectively with others
- completing relevant documentation
- Contract non-conformance
- interpreting data and providing appropriate, timely information on data analysis outcomes to appropriate personnel
- modifying activities depending on operational contingencies, risk situations and environments
- monitoring and prioritising work activities in terms of planned schedule
- operating electronic communications equipment to required protocol
- reading, interpreting and following relevant instructions, procedures and information
- reporting and/or rectifying identified problems promptly, in accordance with regulatory requirements and workplace procedures
- selecting and appropriately applying technology, information systems and procedures
- working systematically with required attention to detail.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- focus of operation of recording, reporting and statistical analysis systems and resources
- relevant regulatory and code requirements
- typical problems that can occur with supply contracts and related appropriate action that

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can be taken
- workplace business policies and plans as they relate to supply contracts, including procedures for maintaining confidentiality
- workplace contract performance and disputation policies and procedures
- workplace protocols and procedures for monitoring supply contractor performance.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLIX4016 Implement and monitor materiel sustainment plans

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit involves the skills and knowledge required to implement and monitor materiel sustainment plans and associated subordinate plans in accordance with relevant organisational policy and procedures.

This unit was developed for materiel sustainment specialists working within materiel logistics but is applicable to individuals in broader logistics roles.

Typically these individuals work independently or as part of a team under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

X – Logistics

Unit Sector

Not applicable.

Elements and Performance Criteria

Elements describe the essential Performance criteria describe the performance needed to

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outcomes.	demonstrate achievement of the element.
1 Identify requirements for providing materiel sustainment plans	1.1 Sources of information relevant to materiel sustainment plans are identified and relevant information is obtained in accordance with organisational policy and procedures
	1.2 Currency of information is reviewed and documented in accordance with organisational policy and procedures
	1.3 Materiel sustainment plans are assessed against reviewed information
2 Implement materiel sustainment plans	2.1 Performance indicators and other criteria for measuring achievement are developed
	2.2 Materiel sustainment risks and impacts relevant to the plan are identified, reported and managed
	2.3 Materiel sustainment plans are implemented in accordance with organisational policy and procedures
	2.4 Participation and contribution to materiel sustainment activities is established and maintained in accordance with schedule
3 Monitor and report on materiel sustainment plans implementation	3.1 Materiel sustainment plans are monitored and regularly reviewed in accordance with organisational policy and procedures
	3.2 Plans are amended and documented in accordance with organisational policy and procedures
	3.3 Performance measures are monitored to ensure they address all key aspects of organisational performance and meet stakeholder requirements
	3.4 Performance data is analysed on a regular basis in terms of indicators and compliance with organisational policy and procedures
	3.5 Strategic performance is reported to all stakeholders in a transparent manner in accordance with compliance requirements

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLIX4016A Implement and monitor materiel sustainment plans.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLIX4016 Implement and monitor materiel sustainment plans

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- analysing data and information
- applying relevant materiel sustainment and project management knowledge to work and to guide problem solving
- applying relevant implementation processes
- developing and/or complying with procedures to implement and monitor materiel sustainment plans
- displaying resilience by continuing to move forward despite criticism or setbacks, remaining positive and responding to pressure in a controlled manner
- ensuring mechanisms are in place to monitor materiel sustainment plans
- identifying relationships between organisational goals and recognising how own work contributes to achieving these goals
- monitoring and reporting on implementation processes
- negotiating and communicating with key internal and external stakeholders , receiving their input, and resolving potential areas of conflict or concern to ensure overall objectives are achieved
- undertaking performance measurement to enable objectives to be measured against defined parameters
- using organisational strategic objectives to identify long-term factors and external considerations for implementing material sustainment plans.

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Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- codification and cataloguing processes
- configuration management
- contract management
- level of written communication required to prepare correspondence and reports
- logistics support analysis principles and processes
- materiel sustainment processes related to planning
- organisational policy and procedures impacting on materiel sustainment
- organisational role relevant to materiel sustainment
- performance measurement
- product knowledge related to systems and/or equipment in service in the organisation
- safety, legislative and statutory requirements, including environmental and sustainability issues
- technical regulatory framework.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- computer and relevant software
- legislation, guidelines, procedures and protocols relating to materiel sustainment

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- materiel sustainment plans and associated subordinate plans.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLIX4028 Apply knowledge of logistics

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit involves the skills and knowledge required to analyse and apply knowledge of logistics in accordance with relevant organisational policy and procedures.

It includes accessing and interpreting relevant logistics information and applying this information in the workplace.

This unit applies to emerging logistics specialists who need an understanding of the functions and activities of the wider organisation but is applicable to any individual in this field of work.

The application of this knowledge is required by people who are not currently specialists in the field but need the knowledge to inform their decision making.

Typically these individuals must demonstrate the ability to work independently or as part of a team under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their outputs.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

X – Logistics

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Access and interpret relevant logistics information	1.1 Relevant logistics requirements are identified and obtained
	1.2 Logistics information obtained is analysed to determine organisational application
	1.3 Analysis results are documented and recommendations relevant to logistics are determined
2 Use knowledge of logistics	2.1 Logistics requirements and recommendations are applied in accordance with organisational policy and procedures
	2.2 Effectiveness of the recommendations is assessed, reviewed and recorded in accordance with organisational policy and procedures
	2.3 Recommendations are adjusted as required and documented for future application in accordance with organisational policy and procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLIX4028A Apply knowledge of logistics.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLIX4028 Apply knowledge of logistics

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- adhering to relevant logistics requirements
- analysing and interpreting logistics information to determine where internal and external factors impact on the logistics requirements, and adjusting planning accordingly
- applying knowledge of logistics to assist work and to guide problem solving
- communicating key logistics information clearly, presenting information confidently and selecting the appropriate communication medium for a range of audiences
- using appropriate information technology and software.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- logistics information or information systems
- logistics knowledge relevant to the work performed
- relevant and industry specific information regarding the support to capability and support to operations.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

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As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, computer and relevant software, equipment and personal protective equipment currently used in industry
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.
-

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLIX4028A Apply knowledge of logistics

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to analyse and apply knowledge of logistics. The application of this knowledge is required by people who are not currently specialists in the field but need the knowledge to inform their decision making. The application of logistics knowledge is specific to a variety of component processes in logistical activities including the logistics support to operations, logistics support to capability and the application of logistics systems. There are no specific licensing or certification requirements applicable to this unit.

Application of the Unit

Application of the Unit

This unit was developed for emerging logistics specialists who need an understanding of the functions and activities of the wider organisation but is applicable to any individual in this field of work.

Typically these individuals must demonstrate the ability to work independently or as part of a team under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their outputs. All activities are carried out in accordance with relevant organisational policy and procedures.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Access and interpret relevant logistics information	1.1 Relevant logistics requirements are identified and obtained 1.2 Logistics information obtained is analysed to determine the relevance and application to the organisation 1.3 Outcomes of the analysis are documented and recommendations relevant to logistics are determined
2 Use knowledge of logistics	2.1 Logistics requirements and recommendations relevant to work are applied in accordance with organisational policy and procedures 2.2 Effectiveness of the recommendations is assessed, reviewed and recorded in accordance with organisational policy and procedures 2.3 Recommendations are adjusted if required and documented for future application in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Logistics information or information systems

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REQUIRED KNOWLEDGE AND SKILLS

- Logistics knowledge relevant to the work performed
- Logistics relevant to logistics support to capability and logistics support to operations
- Safety, legislative and statutory requirements, including environmental, sustainability issues relevant to logistics

Required skills:

- Undertake, analyse and interpret logistics information to determine where internal and external factors impact on the logistics requirements, and adjust planning accordingly
- Consult and negotiate with key stakeholders (both internal and external) and resolve any potential areas of conflict or concern to ensure that overall objectives are achieved
- Display resilience by continuing to move forward despite criticism or setbacks
- Focus on clear communication of key logistics information, present information confidently and select the appropriate medium for communication to a range of audiences
- Identify the relationship between organisational goals and recognise how own work contributes to the achievement of those goals
- Use appropriate information technology and software

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• Assessment must confirm the ability to:
	  • adhere to relevant logistics requirements
	  • apply knowledge of logistics to assist in work and to guide problem solving
	  • demonstrate understanding of personal role in relation to wider organisational or project context
	• Competency should be demonstrated over time and should be observed in a range of actual or simulated work contexts

Context of and specific resources for assessment	• Competency should be assessed in the workplace or in a simulated workplace environment • Access is required to: • computer and relevant software

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EVIDENCE GUIDE

- legislation, guidelines, procedures and protocols relating to logistics
- plans
- workplace documentation

Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation
- Where possible, assessment should be supported by questions to assess required knowledge. Questioning techniques should suit the language and literacy levels of the candidate
- Assessment methods should reflect workplace demands such as literacy and the needs of particular groups
- Assessment methods suitable for valid and reliable assessment of this unit of competency may include a combination of methods such as:
  - authenticated evidence from the workplace and/or training programs
  - case studies
  - demonstration
  - feedback from supervisors and peers regarding the candidate's ability
  - observation
  - portfolios
  - projects
  - questioning
  - reviews or reports prepared by the candidate
  - scenarios
  - simulation or role plays

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Logistics may include:

- logistics support to capability
- logistics support to operations and logistics systems

Organisation may include:

- enterprises that work in logistics

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RANGE STATEMENT

Organisational policy and procedures may include:	• other government departments or instrumentalities that require logistics support • Australian Standards • international standards • organisational instructions and standards

Unit Sector(s)

Not Applicable

Competency Field

Competency Field X - Logistics

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TLIX4029A Apply knowledge of integrated logistics support

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to analyse and apply knowledge of integrated logistics support. Integrated logistics support is a disciplined and iterative approach to materiel management, which addresses supportability throughout the life cycle of a materiel system with the aim of ensuring that operational and preparedness requirements are met, at a minimised life cycle cost, within regulatory, legislative and contractual constraints. The application of this knowledge is required by people who are not integrated logistics support specialists but who need the knowledge to inform their decision making. The application of integrated logistics support knowledge is specific to a variety of component processes in material logistics activities. There are no specific licensing or certification requirements applicable to this unit.

Application of the Unit

Application of the Unit

This unit was developed for logistics specialists working within materiel logistics but is applicable to any individual in this field of work.

Typically these individuals must demonstrate the ability to work independently or as part of a team under direct and/or indirect supervision, use discretion, and judgement and take responsibility for the quality of their outputs. All activities are carried out in accordance with relevant organisational policy and procedures.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Access and interpret relevant integrated logistics support information	1.1 Relevant integrated logistics support requirements are identified and obtained 1.2 Integrated logistics information obtained is analysed to determine the relevance and application to the organisation 1.3 Outcomes of the analysis are documented and recommendations relevant to integrated logistics support are determined
2 Use knowledge of integrated logistics support	2.1 Integrated logistics support requirements and recommendations relevant to materiel and materiel logistics are applied in accordance with organisational policy and procedures 2.2 Effectiveness of the recommendations is assessed, reviewed and recorded in accordance with organisational policy and procedures 2.3 Recommendations are adjusted if required and documented for future application in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

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REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Integrated logistics support
- Materiel life cycle
- Safety, legislative and statutory requirements, including environmental, sustainability issues relevant to materiel and materiel systems
- Integrated logistic support knowledge relevant to the work performed
- Integrated logistic support relevant to materiel and materiel systems

Required skills:

- Undertake, analyse and interpret integrated logistics support information to determine where internal and external factors impact on the integrated logistics requirements, and adjust planning accordingly
- Consult and negotiate with stakeholders (both internal and external) and resolve any potential areas of conflict or concern to ensure that overall objectives are achieved
- Display resilience by continuing to move forward despite criticism or setbacks
- Focus on clear communication of key integrated logistics support information, present information confidently and select the appropriate medium for communication to a range of audiences
- Identify the relationship between organisational goals and recognise how own work contributes to the achievement of those goals
- Use appropriate information technology and software

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• Assessment must confirm the ability to:
	  • adhere to relevant integrated logistics support requirements
	  • apply knowledge of integrated logistics support to assist in work and to guide problem solving

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EVIDENCE GUIDE

	• demonstrate understanding of personal role in relation to wider organisational or project context • Competency should be demonstrated over time and should be observed in a range of actual or simulated work contexts

Context of and specific resources for assessment	• Competency should be assessed in the workplace or in a simulated workplace environment
	• Access is required to:
	  • computer and relevant software
	  • legislation, guidelines, procedures and protocols relating to integrated logistic support
	  • plans
	  • workplace documentation

Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation
	• Where possible, assessment should be supported by questions to assess required knowledge. Questioning techniques should suit the language and literacy levels of the candidate
	• Assessment methods should reflect workplace demands such as literacy and the needs of particular groups
	• Assessment methods suitable for valid and reliable assessment of this unit of competency may include a combination of methods such as:
	  • authenticated evidence from the workplace and/or training programs
	  • case studies
	  • demonstration
	  • feedback from supervisors and peers regarding the candidate's ability
	  • observation
	  • portfolios
	  • projects
	  • questioning
	  • reviews or reports prepared by the candidate
	  • scenarios
	  • simulation or role plays

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Organisation may include:	• enterprises that work in materiel logistics • other government departments or instrumentalities that work with materiel
Materiel may include:	• all items (including ships, tanks, self-propelled weapon, aircraft etc. and related spares, repair parts and support equipment but excluding real property, installations and utilities) necessary to equip, operate, maintain and support designated activities without distinction as to its application for administrative or operational purposes
Materiel logistics is:	• the life cycle management of materiel to achieve the stated objectives of capability managers
Organisational policy and procedures may include:	• Australian Standards • international standards • organisational instructions and standards

Unit Sector(s)

Not Applicable

Competency Field

Competency Field X - Logistics

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TLIX4031A Apply knowledge of configuration management

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to analyse and apply knowledge of configuration management. Configuration management is a discipline applying technical and administrative direction and surveillance to: identify and document the functional and physical characteristics of a configuration item, control changes to those characteristics, and record and report change processing and implementation status. The application of this knowledge is required by people who are not configuration management specialists but who need the knowledge to inform their decision making. The application of configuration management knowledge is specific to a variety of component processes in material logistics activities. There are no specific licensing or certification requirements applicable to this unit.

Application of the Unit

Application of the Unit

This unit was developed for logistics specialists working within materiel logistics but is applicable to any individual in this field of work.

Typically these individuals must demonstrate the ability to work independently or as part of a team under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their outputs. All activities are carried out in accordance with relevant organisational policy and procedures.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Access and interpret relevant configuration management information	1.1 Relevant configuration management requirements are identified and obtained 1.2 Configuration management information obtained is analysed to determine the relevance and application to the organisation 1.3 Outcomes of the analysis are documented and recommendations relevant to configuration management requirements are determined
2 Use knowledge of configuration management	2.1 Configuration management requirements and recommendations relevant to materiel and materiel logistics are applied in accordance with organisational policy and procedures 2.2 Effectiveness of the recommendations is assessed, reviewed and recorded in accordance with organisational policy and procedures 2.3 Recommendations are adjusted if required and documented for future application in accordance with organisational policy and procedures

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Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Integrated logistics support
- Configuration management knowledge relevant to the work performed
- Configuration management relevant to materiel and materiel systems
- Materiel life cycle
- Materiel sustainment
- Safety, legislative and statutory requirements, including environmental, sustainability issues relevant to materiel and materiel systems
- Technical regulatory framework

Required skills:

- Undertake, analyse and interpret configuration management information to determine where internal and external factors impact on the configuration management requirements, and adjust planning accordingly
- Consult and negotiate with key stakeholders (both internal and external) and resolve any potential areas of conflict or concern to ensure that overall objectives are achieved
- Display resilience by continuing to move forward despite criticism or setbacks
- Focus on clear communication of configuration management information, present information confidently and select the appropriate medium for communication to a range of audiences
- Identify, interpret and analyse configuration management requirements relevant to work being performed
- Use appropriate information technology and software

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this	• Assessment must confirm the ability to: • adhere to relevant configuration management

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EVIDENCE GUIDE

unit	requirements • apply knowledge of configuration management to assist in work and to guide problem solving • demonstrate understanding of personal role in relation to wider organisational or project context • Competency should be demonstrated over time and should be observed in a range of actual or simulated work contexts
Context of and specific resources for assessment	• Competency should be assessed in the workplace or in a simulated workplace environment • Access is required to: • computer and relevant software • legislation, guidelines, procedures and protocols relating to configuration management • plans • workplace documentation
Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation • Where possible, assessment should be supported by questions to assess required knowledge. Questioning techniques should suit the language and literacy levels of the candidate • Assessment methods should reflect workplace demands such as literacy and the needs of particular groups • Assessment methods suitable for valid and reliable assessment of this unit of competency may include a combination of methods such as: • authenticated evidence from the workplace and/or training programs • case studies • demonstration • feedback from supervisors and peers regarding the candidate's ability • observation • portfolios • projects • questioning • reviews or reports prepared by the candidate • scenarios • simulation or role plays

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Organisation may include:	• enterprises that work in materiel logistics • other government departments or instrumentalities that work with materiel
Materiel may include:	• all items (including ships, tanks, self-propelled weapon, aircraft etc. and related spares, repair parts and support equipment but excluding real property, installations and utilities) necessary to equip, operate, maintain and support designated activities without distinction as to its application for administrative or operational purposes
Materiel logistics is:	• the life cycle management of materiel to achieve the stated objectives of the capability managers
Organisational policy and procedures may include:	• Australian Standards • international standards • organisational instructions and standards

Unit Sector(s)

Not Applicable

Competency Field

Competency Field X - Logistics

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TLIX4032A Apply knowledge of technical regulatory framework

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to analyse and apply knowledge of the technical regulatory framework. The application of this knowledge is required by people who are not specialists of the technical regulatory framework but need the knowledge to inform their decision making. The application of technical regulatory framework knowledge is specific to a variety of component processes in material logistics activities. There are no specific licensing or certification requirements applicable to this unit.

Application of the Unit

Application of the Unit

This unit was developed for logistics specialists working within materiel logistics but is applicable to any individual in this field of work.

Typically these individuals must demonstrate the ability to work independently or as part of a team under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their outputs. All activities are carried out in accordance with relevant organisational policy and procedures.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Access and interpret relevant technical regulatory framework information	1.1 Relevant technical regulatory framework requirements are identified and obtained 1.2 Technical regulatory information obtained is analysed to determine the relevance and application to the organisation 1.3 Outcomes of the analysis are documented and recommendations relevant to technical regulatory requirements are determined
2 Use knowledge of technical regulatory framework	2.1 Technical regulatory requirements and recommendations relevant to materiel and materiel logistics are applied in accordance with organisational policy and procedures 2.2 Effectiveness of the recommendations is assessed, reviewed and recorded in accordance with organisational policy and procedures 2.3 Recommendations are adjusted if required and documented for future application in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Configuration management

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REQUIRED KNOWLEDGE AND SKILLS

- Materiel life cycle
- Safety, legislative and statutory requirements, including environmental, sustainability issues relevant to materiel and materiel systems
- Technical regulatory framework knowledge relevant to the work performed
- Technical regulatory framework relevant to materiel and materiel systems

Required skills:

- Display resilience by continuing to move forward despite criticism or setbacks
- Focus on clear communication of technical regulatory information to a range of audiences
- Identify, interpret and analyse technical regulatory requirements relevant to work being performed
- Present technical regulatory information confidently and select the appropriate medium for communication
- Use appropriate information technology and software

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• Assessment must confirm the ability to:
	  • adhere to relevant compliance requirements
	  • apply knowledge of the technical regulatory framework to assist in work and to guide problem solving
	  • demonstrate understanding of personal role in relation to wider organisational or project context
	• Competency should be demonstrated over time and should be observed in a range of actual or simulated work contexts

Context of and specific resources for assessment	• Competency should be assessed in the workplace or in a simulated workplace environment
	• Access is required to:
	  • computer and relevant software
	  • legislation, guidelines, procedures and protocols

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EVIDENCE GUIDE

	relating to technical regulatory framework • plans • workplace documentation
Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation • Where possible, assessment should be supported by questions to assess required knowledge. Questioning techniques should suit the language and literacy levels of the candidate • Assessment methods should reflect workplace demands such as literacy and the needs of particular groups • Assessment methods suitable for valid and reliable assessment of this unit of competency may include a combination of methods such as: • authenticated evidence from the workplace and/or training programs • case studies • demonstration • feedback from supervisors and peers regarding the candidate's ability • observation • portfolios • projects • questioning • reviews or reports prepared by the candidate • scenarios • simulation or role plays

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Technical regulatory framework may include compliance in:	• environment • safety • suitability
Organisation may include:	• enterprises that work in materiel logistics

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RANGE STATEMENT

	• other government departments or instrumentalities that work with materiel
Materiel may include:	• all items (including ships, tanks, self-propelled weapon, aircraft etc. and related spares, repair parts and support equipment but excluding real property, installations and utilities) necessary to equip, operate, maintain and support designated activities without distinction as to its application for administrative or operational purposes
Materiel logistics is:	• the life cycle management of materiel to achieve the stated objectives of the capability managers
Organisational policy and procedures may include:	• Australian Standards • international standards • organisational instructions and standards

Unit Sector(s)

Not Applicable

Competency Field

Competency Field X - Logistics

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TLIX5020A Develop and review configuration management plans

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to develop and review configuration management plans and associated subordinate plans to ensure efficient and effective delivery of configuration management across the materiel and materiel system life cycle. Configuration management plans document how the materiel or materiel system will be supported to ensure they meet the stated capability requirement. Configuration management is a discipline applying technical and administrative direction and surveillance to: identify and document the functional and physical characteristics of a configuration item, control changes to those characteristics, and record and report change processing and implementation status. There are no specific licensing or certification requirements applicable to this unit.

Application of the Unit

Application of the Unit

This unit was developed for configuration management specialists working within materiel logistics but is applicable to any individual in broader logistic roles.

Typically these individuals must demonstrate the ability to work independently or as part of a team under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their outputs. All activities are carried out in accordance with relevant organisational policy and procedures.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify and analyse configuration management requirements	1.1 Configuration management planning requirements are identified in accordance with organisational policy and procedures 1.2 Sources of information relevant to configuration management are identified and accessed in accordance with organisational policy and procedures 1.3 Standards and legislation applicable to configuration management are identified and accessed 1.4 Analysis of configuration management resource requirements is conducted in accordance with organisational policy and procedures
2 Prepare configuration management plans	2.1 Stakeholder consultation is conducted in accordance with relevant organisational policy and procedures 2.2 Organisational policy and procedures relevant to configuration management requirements are identified and interpreted 2.3 Configuration management plans are developed in accordance with legislative requirements and organisational policy and procedures 2.4 Configuration management plans are promulgated in accordance with organisational policy and procedures
3 Review configuration management plans	3.1 Configuration management plans are evaluated in accordance with relevant organisational policy and procedures 3.2 Required changes to configuration management plans are

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ELEMENT	PERFORMANCE CRITERIA
	identified and prepared in accordance with relevant organisational policy and procedures
	3.3 Amendments to configuration management plans are prepared and promulgated to relevant stakeholders or personnel in accordance with relevant organisational policy and procedures

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Codification and cataloguing processes
- Configuration management
- Legislative and regulatory environment as it pertains to materiel logistics
- Logistics governance
- Materiel logistics
- Organisational policy and procedures
- Organisational role relevant to configuration management
- Planning processes
- Product knowledge related to systems and/or equipment in service in the organisation
- Safety, legislative and statutory requirements relevant to configuration management

Required skills:

- Apply configuration management and project management knowledge relevant to planning
- Consult and negotiate effectively with stakeholders (both internal and external) and resolve any potential areas of conflict or concern to ensure that overall configuration management planning objectives are achieved
- Demonstrate an understanding of the strategic objectives of the organisation and identify and assess potential alliances and effective strategies
- Display resilience by continuing to move forward despite criticism or setbacks
- Draw on information from a variety of sources using research, analysis and judgement to identify and develop configuration management plans
- Identify, review and analyse information that may impact on configuration management planning, or may be impacted by configuration management planning

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Required skills:

- Identify the relationship between organisational goals and recognise how own work contributes to the achievement of those goals
- Undertake performance measurement relevant to configuration management planning to enable objectives to be measured against defined parameters
- Use appropriate information technology and software

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• Assessment must confirm the ability to:
	  • adhere to relevant occupational health and safety requirements
	  • identify the requirements for plans and adjust them as necessary to ensure effective and efficient performance
	  • initiate and efficiently monitor processes
	  • initiate any remedial action required
	• Competency should be demonstrated over time and should be observed in a range of actual or simulated work contexts

Context of and specific resources for assessment	• Competency should be assessed in the workplace or in a simulated workplace environment
	• Access is required to:
	  • computer and relevant software
	  • legislation, guidelines, procedures and protocols relating to configuration management
	  • plans
	  • workplace documentation

Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation • Where possible, assessment should be supported by questions to assess required knowledge. Questioning techniques should suit the language and literacy levels of the candidate • Assessment methods should reflect workplace demands

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EVIDENCE GUIDE

	such as literacy and the needs of particular groups • Assessment methods suitable for valid and reliable assessment of this unit of competency may include a combination of methods such as: • authenticated evidence from the workplace and/or training programs • case studies • demonstration • feedback from supervisors and peers regarding the candidate's ability • observation • portfolios • projects • questioning • reviews or reports prepared by the candidate • scenarios • simulation or role plays

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Organisational policy and procedures may include:	• Australian Standards • international standards • organisational instructions and standards
Sources of information may include:	• conceptual documents • contractors • customers • legislation • managers • peers • plans • policies • publications • reference material • standards

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RANGE STATEMENT

	• supervisors • suppliers
Standards and legislation may include:	• Australian Standards • international standards • organisational instructions and standards • regulations related to such matters as export and import licensing, taxes and duties • relevant federal, state and local government legislation and regulations including certification requirements
Resource requirements may include:	• financial • information technology applications and tools • infrastructure • personnel • time • transport
Stakeholders may include:	• capability manager • contractors • customers • project managers • regulators • regulatory authorities • subordinates • supervisors • suppliers • team members
Configuration management plans may include:	• delegations • instructions • manuals • processes
Promulgated include:	• authorised • documented • endorsed • issued • published

Unit Sector(s)

Not Applicable

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Competency Field

Competency Field X - Logistics

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TLIX5021A Manage configuration management processes

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to prepare for configuration management processes, to manage those processes throughout the materiel life cycle and to report on those processes in the organisational environment. Configuration management is a discipline applying technical and administrative direction and surveillance to: identify and document the functional and physical characteristics of a configuration item, control changes to those characteristics, and record and report change processing and implementation status. There are no specific licensing or certification requirements applicable to this unit.

Application of the Unit

Application of the Unit

This unit was developed for configuration management specialists working within materiel logistics but is applicable to any individual in broader logistic roles.

Typically these individuals must demonstrate the ability to work independently or as part of a team under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their outputs. All activities are carried out in accordance with relevant organisational policy and procedures.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify configuration management requirements	1.1 Sources of information relevant to configuration management are identified and obtained in accordance with organisational policy and procedures 1.2 Currency of information is reviewed and documented in accordance with organisational policy and procedures 1.3 Configuration management requirements are defined and documented in accordance with organisational policy and procedures
2 Develop configuration management processes	2.1 Consultation with stakeholders is conducted in accordance with organisational policy and procedures 2.2 Configuration management processes are developed and recorded in accordance with organisational policy and procedures 2.3 Key performance indicators are developed and documented in accordance with organisational policy and procedures 2.4 Analysis of configuration management processes is developed and documented in accordance with organisational policy and procedures
3 Apply configuration management processes	3.1 Configuration management risks and impacts are identified, recorded and managed 3.2 Configuration management procedures are applied in accordance with legislative requirements 3.3 Configuration management processes are carried out in accordance with organisational policy and procedures 3.4 Failures and variances are documented, reported and managed in accordance with organisational policy and procedures

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ELEMENT	PERFORMANCE CRITERIA
	3.5 Participation and contribution to configuration management processes is established and maintained
4 Review configuration management processes	4.1 Performance systems and processes are monitored and analysed to assess progress
	4.2 Systems, procedures and records associated with documenting performance are managed in accordance with organisation's requirements
	4.3 Configuration management processes are reviewed in accordance with organisational policy and procedures
	4.4 Changes required are identified and prepared in accordance with organisational policy and procedures
	4.5 Amendments to configuration management processes are incorporated into plans and promulgated to relevant stakeholders in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Codification and cataloguing processes
- Configuration management principles and processes
- Industrial base capability
- Legislative and regulatory environment, including environmental, sustainability issues as it pertains to materiel logistics
- Logistics governance
- Management processes
- Organisational policy and procedures
- Organisational role relevant to configuration management
- Product knowledge related to systems and/or equipment in service in the organisation
- Safety, legislative and statutory requirements, including environmental, sustainability issues relevant to configuration management

Required skills:

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Required skills:

- Apply configuration management and project management knowledge relevant to configuration management processes
- Demonstrate an understanding of the strategic objectives of the organisation and identify and assess potential alliances and effective strategies
- Display resilience by continuing to move forward despite criticism or setbacks
- Focus on clear communication of configuration management processes, present information confidently and select appropriate medium for communication to a range of audiences
- Identify, review and analyse information that may impact on configuration management processes, or may be impacted by configuration management processes
- Negotiate and communicate effectively with key stakeholders (both internal and external) and resolve any potential areas of conflict or concern to ensure that overall configuration management objectives are achieved
- Undertake research and analysis to identify and develop configuration management processes
- Use appropriate information technology and software for configuration management processes

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• Assessment must confirm the ability to:
	  • adhere to relevant occupational health and safety requirements
	  • identify and establish configuration management operation processes
	  • identify, acquire and adjust resources as necessary to ensure effective/efficient performance of the processes
	  • initiate and efficiently monitor processes
	  • initiate any remedial action required
	  • effectively and efficiently manage configuration management processes
	• Competency should be demonstrated over time and should be observed in a range of actual or simulated work contexts

Context of and specific resources	• Competency should be assessed in the workplace or in a

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EVIDENCE GUIDE

for assessment

simulated workplace environment

- Access is required to:
  - computer and relevant software
  - legislation, guidelines, procedures and protocols relating to configuration management
  - plans
  - workplace documentation

Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation
- Where possible, assessment should be supported by questions to assess required knowledge. Questioning techniques should suit the language and literacy levels of the candidate
- Assessment methods should reflect workplace demands such as literacy and the needs of particular groups
- Assessment methods suitable for valid and reliable assessment of this unit of competency may include a combination of methods such as:
  - authenticated evidence from the workplace and/or training programs
  - case studies
  - demonstration
  - feedback from supervisors and peers regarding the candidate's ability
  - observation
  - portfolios
  - projects
  - questioning
  - reviews or reports prepared by the candidate
  - scenarios
  - simulation or role plays

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

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RANGE STATEMENT

Sources of information may include:	• contractors • conceptual documents • legislation • managers • peers • plans • policies • publications • reference material • standards • supervisors • suppliers
Organisational policy and procedures may include:	• Australian Standards • international standards • logistical support analysis • organisational instructions and standards
Stakeholders may include:	• capability managers • contractors • customers • project managers • regulators • regulatory authorities • subordinates • supervisors • suppliers • team members
Key performance indicators may include:	• costs • milestones • production • resources • timings • scheduling
Resource processes may include:	• financial • information technology applications and tools • infrastructure • personnel • transport
Legislative requirements may include:	• regulations related to such matters as export and import licensing, taxes and duties • relevant federal, state and local government legislation and

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RANGE STATEMENT

Promulgated may include:	regulations including certification requirements • authorised • documented • endorsed • issued • published

Unit Sector(s)

Not Applicable

Competency Field

Competency Field X - Logistics

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TLIX5036A Manage and monitor technical data and information systems

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to manage and monitor all technical data and information creation, capture, use and monitoring activities within the data management system. This competency occurs with the system framework established by others. It may also be used to review these processes and activities. There are no specific licensing or certification requirements applicable to this unit.

Application of the Unit

Application of the Unit

This unit was developed for technical regulatory framework specialists working within materiel logistics but is applicable to any individual in this field of work.

Typically these individuals must demonstrate the ability to work independently or as part of a team under direct and/or indirect supervision, use discretion and judgement, and take responsibility for the quality of their outputs. All activities are carried out in accordance with relevant organisational policy and procedures.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Designate detailed technical data and information use, and maintenance responsibilities	1.1 Responsibilities for technical data and information use and maintenance activities are designated to staff in accordance with approved system framework, organisational policy and the abilities of individual staff 1.2 Rules for the operation of the system are devised in compliance with approved systems framework 1.3 Resources for approved budget period are allocated in accordance with policy and the strategic plan
2 Develop key performance indicators for technical data management activities	2.1 Measurable performance indicators are developed for technical data management activities in accordance with the authorised systems 2.2 Data management responsibilities of individual personnel/organisational units are identified and documented 2.3 Acceptable range of variation for compliance is determined based upon data management responsibilities, applicable data management system and organisation's risk management analysis
3 Develop monitoring methodology	3.1 Methodology for monitoring the technical data management system's rules, standards and procedures is developed based upon authorised systems 3.2 Methodology developed includes timeframes involved, means of surveillance and form of reporting 3.3 Methodology, performance criteria and the ranges of variation from the standards and rules are submitted to appropriate authority for approval
4 Monitor a technical	4.1 Monitoring is undertaken in accordance with approved

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ELEMENT	PERFORMANCE CRITERIA
data management system	timeframes and frequency 4.2 Staff being monitored are notified in accordance with organisational policy and guidelines, where applicable 4.3 Any variation from data management system's framework, rule, standards and procedures that exceed the agreed limit is noted and details of the situation are recorded 4.4 Where required, reports are provided to appropriate authority relating to technical data and information use and maintenance, and are in the required format, at the required intervals
5 Identify and respond to problems and changes	5.1 Problems and changes requiring a systematic response are identified from monitoring reports and external events 5.2 Recommendations are made for revisions to systems, procedures, and future (strategic) plans in response to identified variations, changes and problems 5.3 Amendments to systems are devised and implementation is planned, in response to problems and changes that require a systemic response 5.4 Recommendations for system amendments and the planning and implementation required are prepared, and approval is sought from appropriate authority 5.5 Procedures for using technical data and information systems, and subsequent alterations and amendments to the procedures are authorised, ensuring that performance indicator parameters and access rules are adhered to
6 Designate technical data and information creation and capture responsibilities	6.1 Responsibilities for technical data and information creation and capture activities are designated to staff in accordance with organisational policy 6.2 Technical data and information creation and capture performance targets are set within the parameters of the technical data management plan 6.3 Resources for the budget period are allocated in accordance with organisational policy and strategic plan

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

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REQUIRED KNOWLEDGE AND SKILLS

- Area of technical expertise
- Data management, standards, principles, process and functional requirements
- Details of the technical regulatory framework, organisation's engineering management plans and the technical data management plan
- Established communication channels and protocols
- Organisational functions, structure and culture
- Organisational policy, strategies and procedures
- Organisation's data management systems
- Organisation's rules for the capture of, access to, and use and maintenance of, technical data and information
- Organisation's technical classification scheme and language
- Problem identification and resolution
- Procedures for recording, reporting and maintaining workplace records and information
- Quality assurance principles and processes
- Work flow and business process re-engineering principles and practices

Required skills:

- Apply technical data and information and project management knowledge to technical data and information systems
- Consult and negotiate effectively with key stakeholders (both internal and external) and resolve any potential areas of conflict or concern to ensure that overall technical data and information systems objectives are achieved
- Display resilience by continuing to move forward despite criticism or setbacks
- Identify the relationship between organisational goals and recognise how own work contributes to the achievement of those goals
- Implement processes to enable new technical data and information system requirements to be effectively transitioned across the life cycle - this includes integrated logistics support considerations, including environmental, sustainability issues, and validation and verification activities
- Monitor processes to ensure that the technical data and information systems continue to enable the operational requirements to be attained - this may include performance metrics

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- Assessment must confirm the ability to:
  - apply relevant implementation processes
  - monitor and report on implementation processes
  - analyse data and information
  - apply knowledge of technical data and information plans to assist in work and to guide problem solving
  - demonstrate understanding of personal role in relation to wider organisational or project context
- Competency should be demonstrated over time and should be observed in a range of actual or simulated work contexts

Context of and specific resources for assessment

- Competency should be assessed in the workplace or in a simulated workplace environment
- Access is required to:
  - computer and relevant software
  - legislation, guidelines, procedures and protocols relating to technical data and information systems
  - plans
  - workplace documentation

Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation
- Where possible, assessment should be supported by questions to assess required knowledge. Questioning techniques should suit the language and literacy levels of the candidate
- Assessment methods should reflect workplace demands such as literacy and the needs of particular groups
- Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of:
  - authenticated evidence from the workplace and/or training programs
  - case studies
  - demonstration
  - feedback from supervisors and peers regarding the candidate's ability
  - observation

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- portfolios
- projects
- questioning
- reviews or reports prepared by the candidate
- scenarios
- simulation or role plays

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Technical data and information may be:

- as specified and defined in the technical regulatory framework
- included either explicitly or implicitly in the established system framework

Approved system framework:

- is established by an approved authority and issued as the basis of all technical data and information management
- contains:
  - high level accountability and functional responsibilities
  - high level control/management requirements and protocols
  - key aspects of technical regulatory framework
  - outline of the structuring rules for repositories, cataloguing systems, security access systems, processes and software
  - protocols on functionality, maintainability and growth
  - technical context
  - technologies/standards

Rules may include:

- allocating access/security status
- capturing structural and contextual metadata
- classifying and indexing items
- generating and allocating unique identifiers to data items
- identifying and recording disposal status items
- identifying technical data and information creators
- links between technical data and information items
- locating and tracking items

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RANGE STATEMENT

	• naming/titling items • negotiating transfer of custody or ownership • recording the use of history of items

Measurable performance indicators may include:	• those developed for specific tasks
	• those incorporated in the data management system
	• performance indicators that relate to:
	  • disposal (percentage of data, unsentenced data, overdue for disposal action, functions/data not covered by disposal schedules)
	  • parameters for tracking of technical data and information
	  • retrieval and access (security and access rules, response to request time limits, service levels for requests)

Data management responsibilities may include:	• established systems framework • organisation's responsibility and accountability analysis • system's rules, standards and procedures
Identified and documented may include:	• established systems framework • organisation's responsibility and accountability analysis • system's rules, standards and procedures
Means of surveillance may include:	• examination of results (technical data and information) • form/s of reporting • real-time observation (security of process) • statistical reports • selected snapshots of the system
Appropriate authority may include:	• chief executive officer • delegated individual • external public authority • nominated senior management representative • senior management team • technical/engineering authority
Monitoring may include:	• number of systems • single data management system
Variation may include:	• increases or decreases in the use of particular technologies/standards • variations from the data management system's performance or capacity • variations within the agreed limit but which are consistent
Reports may include:	• technical data and information capture • technical data and information compliance

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RANGE STATEMENT

	• technical data and information creation • technical data and information maintenance • technical data and information use
Problems and changes may include:	• changes in administrative changes to functions/activities • changes to organisational structures • legislative or technical regulatory changes • technological change and implementation

Systemic may include:	• current technical data management systems
	• technical systems (which generate technical data and information)
	• storage facilities systems
	• systemic changes which may include:
	  • amendment to the classification system
	  • bulk movement of technical data and information to control
	  • migration of systems
	  • new classification and control language
	  • new disposal classes or retention periods
	  • new organisational or business unit functions

Revisions may include:	• access rules and procedures • classification and indexing schemes • disposal schedules • storage projections and requirements • technical data and information specifications
Recommendations for system amendments may include:	• changes to/enforcement of procedures • counselling of non-conforming individuals/business units • disciplinary action

Unit Sector(s)

Not Applicable

Competency Field

Competency Field X - Logistics

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DEF Defence Training Package

Modification History

Version	Comments
1	Primary release to comply with new standards for DEF Defence Training Package (replacing DEF12 Defence Training Package)

Credit Arrangements

Qualification Code	Qualification Title	Credit Arrangements
DEF21115	Certificate II in Military Skills	At the time of endorsement of this training package no credit arrangements exist.
DEF33115	Certificate III in Sensor Operations	At the time of endorsement of this training package no credit arrangements exist.
DEF43115	Certificate IV in Electronic Forensics	At the time of endorsement of this training package no credit arrangements exist.
DEF43215	Certificate IV in Simulator Maintenance	At the time of endorsement of this training package no credit arrangements exist.
DEF45115	Certificate IV in Range Control	At the time of endorsement of this training package no credit arrangements exist.
DEF53415	Diploma of institutional and operational Chaplaincy	At the time of endorsement of this training package no credit arrangements exist.
DEF53115	Diploma of Electronic Forensics	At the time of endorsement of this training package no credit arrangements exist.
DEF54315	Diploma of Evaluations	At the time of endorsement of this training package no credit arrangements exist.

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DEF55115	Diploma of Range Management	At the time of endorsement of this training package no credit arrangements exist.
DEF53215	Diploma of Simulator Maintenance	At the time of endorsement of this training package no credit arrangements exist.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6bdbab1e-11ed-4bc9-9cba-9e1a55d4e4a9

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DEFSS00008 Communication Operations Skill Set

Modification History

Release	Comments
1	This skill set was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. • New skill set composed of units previously contained in DEF20912 Certificate II in Communications Operations

Description

This skill set provides a set of skills for Defence Communication Operators to ensure commanders can communicate effectively using satellite terminals, radios, hand held and desk-top data terminals and security equipment. Whatever the location, deployment or task, Communication Operators provide the appropriate communications systems for the Military whether it is on land, in the air or at sea.

Pathways Information

These units may provide credit towards a range of qualifications in the Defence Training Package.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

Units	
DEFCMM001	Maintain security in a Defence communications and information systems environment
DEFCMM002	Transmit and receive messages utilising Defence messaging systems
DEFCMM003	Transmit and receive data via information exchange systems
DEFCMM004	Conduct operator level maintenance in a Defence environment

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DEFCMM005	Transmit and receive messages via voice systems
DEFCMM006	Support the operation of a communication and information system facility

Target Group

This skill set applies to those working as communications operators within Defence.

Suggested words for Statement of Attainment

These competencies meet the industry standards for communication operators.

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DEFSS00009 Physical Training Skill Set

Modification History

Release	Comments
1	This skill set was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. • DEF unit codes updated • SISSSPT303A and SRXGRO001A units removed

Description

This skill set applies to people who provide fitness training support.

This skill set provides a set of skills to combat fitness leaders who provide fitness training support to small groups or organisations in an operational setting. This function is performed in addition to their primary trade or employment over a range of familiar and predictable contexts.

Pathways Information

This skill set is stand alone and does not lead to a specific Defence qualification. The units it includes may provide credit towards a Sport, Fitness and Recreational Training Package qualification.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

Units	
DEFFIT001	Conduct a group fitness appraisal
DEFFIT002	Develop a group fitness program
DEFFIT003	Conduct individual fitness assessments

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DEFFIT004	Instruct a workplace physical training session

Target Group

This skill set applies to people who provide fitness training support.

Suggested words for Statement of Attainment

These competencies meet the industry standards for providing basic fitness training to small groups in an operational setting.

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DEFSS00010 Maritime Operations Skill Set

Modification History

Release	Comments
1	This skill set was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. • New Skill set composed of units previously contained in DEF31012 Certificate III in Maritime Operations

Description

This skill set provides a set of skills to perform and assist in a range of seamanship operations and would be typically implemented in a Naval or Army Defence maritime environment.

Pathways Information

These units may provide credit towards a range of qualifications in the Defence Training Package.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

Units	
DEFSEA001	Assist in seamanship operations
DEFSEA002	Assist in boarding operations
DEFSEA003	Control persons using non firearms options
DEFSEA004	Defend persons using firearms
DEFSEA005	Maintain weapons and associated equipment
DEFSEA006	Track and engage targets

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DEFSEA007	Assist in ship navigation
DEFSEA008	Operate a chaff firing system
DEFSEA009	Operate a visual target designation system

Target Group

This skill set applies to those working in a military maritime environment such as Boatswains Mates.

Suggested words for Statement of Attainment

These competencies meet the industry standards for Defence maritime operations.

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DEFSS00011 Survival Skill Set

Modification History

Release	Comments
1	This skill set was released in DEF Defence Training Package release 1.0 and meets the Standards for Training Packages. • New skill set composed of existing units

Description

This skill set provides a set of skills to survive for a significant period of time under food restrictions and in the absence of normal living conditions. For example; a person parachuting from a downed plane into a remote and/or hostile environment.

Pathways Information

These units may provide credit towards a range of qualifications in the Defence Training Package.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

Units	
DEFSUR001	Catch aquatic animals in a survival situation
DEFSUR002	Construct improvised weapons and equipment in a survival situation
DEFSUR003	Employ visual emergency signalling techniques in a survival situation
DEFSUR004	Erect a survival shelter using natural resources in a survival situation
DEFSUR005	Maintain physical and emotional health and fitness in a survival environment
DEFSUR006	Navigate using celestial aids

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DEFSUR007	Preserve and cook foodstuffs in a survival situation
DEFSUR008	Produce fire using improvised means in a survival situation
DEFSUR009	Trap and kill animals in a survival situation
DEFSUR010	Locate, treat and manage water in a survival situation
DEFSUR011	Survive at sea

Target Group

This skill set applies to people who are required to survive in a remote environment with little or no resources.

Suggested words for Statement of Attainment

These competencies meet the industry standards for surviving in a remote environment.

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DEFSS00012 Defence Chaplain Skill Set

Modification History

Release 1. New Skill Set.

This Skill Set replaces and is equivalent to DEFSS00002 Defence Chaplain.

Description

This skill set allows for the attainment of competencies in Defence Chaplaincy.

Pathways Information

The DEFSS00012 Defence Chaplain Skill Set is part of the DEF Defence Training Package.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

A total of 5 units of competency must be attained.

DEFCHP001	Provide pastoral care
DEFCHP002	Provide ethical and pastoral advice
DEFCHP003	Plan the delivery of chaplaincy support
DEFCHP004	Conduct and facilitate religious observances and activities
DEFCHP005	Perform as an effective member of the Chaplains' branch

Target Group

Defence Chaplains provide service to men and women in uniform in peace time and operational environments. They also help care for the families of serving members of the Australian Defence Force (ADF).

Their primary aim is to serve denominational members and their families, to facilitate services for those of other denominations or faiths, and to care for all personnel regardless of any religious affiliation.

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Suggested words for Statement of Attainment

This skill set meets industry requirements as specified in the DEF Defence Training Package for work in the area of Defence Chaplaincy.

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DEFSS00013 Defence Heavy Vehicle Recovery Skill Set

Modification History

Release 1. New Skill Set.

This Skill Set replaces and is equivalent to DEFSS00003 Defence Heavy Vehicle Recovery.

Description

This skill set allows for the attainment of competencies required to recover heavy vehicles and equipment that have become bogged or broken down, and due to terrain or environmental factors, cannot be extracted by other means.

Pathways Information

The DEFSS00013 Defence Heavy Vehicle Recovery Skill Set is part of the DEF Defence Training Package.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

A total of 2 units of competency must be attained.

DEFVEH001	Conduct recovery vehicle operations in a field environment
DEFVEH002	Extract disabled equipment using winching techniques in a field environment

Target Group

This skill set covers the competency required by Defence personnel to recover equipment and vehicles that have become bogged or broken down, and due to terrain or environmental factors cannot be extracted by other means.

Typically, operations are conducted by personnel acting independently or in charge of a small team, operating in remote environments isolated from assistance or supervision.

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Suggested words for Statement of Attainment

This skill set meets industry requirements as specified in the DEF Defence Training Package for work in recovering heavy vehicles and equipment that have become bogged or broken down and which, due environmental factors, cannot be extracted by other means.

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DEFSS00014 Enter Confined Space Skill Set

Modification History

Release 1. New Skill Set.

This Skill Set replaces and is equivalent to DEFSS00004 Enter Confined Space.

Description

This skill set allows for the attainment of competencies in confined space entry.

Pathways Information

The DEFSS00014 Enter Confined Space Skill Set is part of the DEF Defence Training Package.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

A total of 2 units of competency must be attained.

DEFWHS010	Identify confined space
DEFWHS011	Enter confined space

Target Group

This skill set applies to a member of the Defence workforce who is required to enter and work in a confined space. This function is performed as part of their primary trade or employment.

Suggested words for Statement of Attainment

This skill set meets industry requirements as specified in the DEF Defence Training Package for work in the area of confined space entry within a Defence environment.

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DEFSS00015 Field Kitchen Assistant Skill Set

Modification History

Release 1. New Skill Set

This Skill Set replaces and is equivalent to DEFSS00005 Field Kitchen Assistant.

Description

This skill set allows for the attainment of competency for field kitchen assistants who establish and operate a kitchen within a field environment.

Pathways Information

The DEFSS00015 Field Kitchen Assistant Skill Set is part of the DEF Defence Training Package.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

A total of 1 unit of competency must be attained.

DEFMIL148	Assist with the establishment and operation of a field kitchen

Target Group

Field kitchen assistants assist with the establishment and operation of a kitchen within a field environment.

This skill set was designed for field kitchens in an operational environment that would be encountered in Defence operations and disaster sites but could be equally applicable to field kitchens in other settings such as fetes and markets.

Suggested words for Statement of Attainment

This skill set meets industry requirements as specified in the DEF Defence Training Package for work in the area of assisting with the establishment and operation of a field kitchen.

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DEFSS00016 Field Kitchen Manager Skill Set

Modification History

Release 1. New Skill Set

This Skill Set replaces and is equivalent to DEFSS00006 Field Kitchen Manager.

Description

This skill set allows for the attainment of competencies for field kitchen managers who establish and operate a mobile kitchen facility in a field environment.

Pathways Information

The DEFSS00016 Field Kitchen Manager Skill Set is part of the DEF Defence Training Package.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

A total of 1 unit of competency must be attained.

DEFMIL147	Establish and operate a field kitchen

Target Group

Field kitchen managers establish and run a mobile kitchen facility in a field environment.

This skill set was designed for field kitchens in an operational environment that would be encountered in Defence operations and disaster sites but could be equally applicable to field kitchens in other similar settings.

Suggested words for Statement of Attainment

This skill set meets industry requirements as specified in the DEF Defence Training Package for work in the area of establishing and managing a field kitchen.

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DEFSS00017 Military Policing Skill Set

Modification History

Release 1. New Skill Set.

This Skill Set replaces and is equivalent to DEFSS00007 Military Policing.

Description

This skill set allows for the attainment of competencies for military policing.

Pathways Information

The DEFSS00017 Military Policing Skill Set is part of the DEF Defence Training Package.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

A total of 3 units of competency must be attained.

DEFPOL001	Apply the values and principles of Defence police
DEFPOL002	Conduct battlefield circulation and control operations
DEFPOL003	Participate in population protection and control

Target Group

This skill set covers the competencies to carry out policing operations in a Defence environment.

Suggested words for Statement of Attainment

This skill set meets industry requirements as specified in the DEF Defence Training Package for work in the area of policing operations in a Defence environment.

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DEFSS00018 Performance Based Contracting Practitioner Skill Set

Modification History

Release 1. New Skill Set

Description

This Skill Set provides a set of skills for managers using the Performance Based Contract (PBC) management framework to ensure that Defence managers and other stakeholders within external organisations employ effective performance based measures in the management of strategic contracts.

Pathways Information

The DEFSS00018 Performance Based Contracting Practitioner Skill Set is part of the DEF Defence Training Package Release 2.0. These units may provide credit towards the DEF40917 Certificate IV in Performance Based Contracting.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

A total of 7 units of competency must be attained.

DEFPBC001	Employ the fundamentals of a Performance Based Contract
DEFPBC002	Establish the basis of a Performance Based Contract
DEFPBC003	Establish a Performance Based Contract performance measures hierarchy
DEFPBC004	Establish the contract details of a Performance Based Contract
DEFPBC005	Operate a Performance Based Contract
DEFGEN005	Develop relationships with other organisations
PSPGEN034	Compose complex workplace documents

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Target Group

This is a Skill Set covering the role of Defence managers and other stakeholders within external organisations employing effective performance based measures in the management of strategic contracts.

Suggested words for Statement of Attainment

The competencies are drawn from a nationally endorsed Training Package, and provide the skills and knowledge required by persons performing the duties of Defence managers and other stakeholders within external organisations employ effective performance-based measures in the management of strategic contracts.

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DEFSS00019 Range Control Skill Set

Modification History

Release 1. New Skill Set

Description

This skill set provides a set of skills for Range Control Staff (RCS) to ensure that Defence training area and range (TAR) are operated safely, are fit for purpose and RCS employ safe and effective coordination of training activities on assigned training areas.

Pathways Information

The DEFSS00019 Range Control Skill Set is part of the DEF Defence Training Package Release 2.0. These units may provide credit towards the DEF50717 Diploma of Range Control and Management.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

A total of 4 units of competency must be attained.

DEFRNG013	Control training area and range activities
DEFRNG014	Monitor training area and range activities
DEFRNG015	Inspect, maintain and monitor training area and range activities
PUAFIR512	Develop and analyse the behaviour and suppression options for a Level 2 wildfire

Target Group

This skill set applies to those working as Range Control Staff (RCS) within Defence.

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Suggested words for Statement of Attainment

The competencies are drawn from a nationally endorsed Training Package, and provide the skills and knowledge required by persons performing the duties Range Control Staff (RCS) within Australian Defence Force (ADF) environments.

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DEFSS00020 Basic Geospatial Skill Set

Modification History

Release 1. New Skill Set

Description

This Skill Set is for individuals who perform the duties of basic support to Defence geospatial operations within the Australian Geospatial Workplace environment. It provides the skills and knowledge required to perform basic surveying computations, store and retrieve spatial data, read and interpret maps, support Defence geospatial operations and apply Defence geospatial visualisation.

Pathways Information

The DEFSS00020 Basic Geospatial Skill Set is part of the Defence Training Package.

Licensing/Regulatory Information

Personnel seeking certification as basic geospatial technicians are to comply with the requirements of the Defence Training Package.

Skill Set Requirements

A total of **5 units** of competency must be attained.

CPPSIS3020	Perform basic surveying computations
CPPSIS4022	Store and retrieve spatial data
DEFGEO001	Support geospatial operations
DEFGEO002	Apply geospatial visualisation
RIISTD201D	Read and interpret maps

Target Group

This is a Skill Set covering the role of the Basic Geospatial Technician within the Australian and New Zealand Standard Classification of Occupations (ANZSCO) 2322 Surveyors and Spatial Scientists. This Skill Set focusses on the operational application of Geospatial data.

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Suggested words for Statement of Attainment

The competencies are drawn from a nationally endorsed Training Package, and provide the skills and knowledge required by persons performing the duties of Basic Geospatial Technician within the Australian Geospatial environment.

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DEFSS00021 Intermediate Geospatial Skill Set

Modification History

Release 1. New Skill Set

Description

This skill set is for individuals who perform the duties of providing intermediate geospatial support to Defence operations within the Australian geospatial workplace environments. It provides the skills and knowledge required to store and retrieve spatial data, source and assess spatial data, provide geospatial support to Defence operations and provide geospatial technical advice.

Pathways Information

The DEFSS00021 Intermediate Geospatial Skill Set is part of the Defence Training Package.

Licensing/Regulatory Information

Personnel seeking certification as intermediate geospatial technicians are to comply with the requirements of the Defence Training Package.

Skill Set Requirements

A total of **4 units** of competency must be attained.

CPPSIS4022	Store and retrieve spatial data
CPPSIS4024	Source and assess spatial data
DEFGEO003	Provide geospatial support to operations
DEFGEO004	Provide geospatial technical advice

Target Group

This is a Skill Set covering the role of the Intermediate Geospatial Technician within the Australian and New Zealand Standard Classification of Occupations (ANZSCO) 2322 Surveyors and Spatial Scientists. This Skill Set focusses on the operational application of Geospatial data.

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Suggested words for Statement of Attainment

The competencies are drawn from a nationally endorsed Training Package, and provide the skills and knowledge required by persons performing the duties of Intermediate Geospatial Technician within the Australian Geospatial environment.

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